

THE NORTH CENTRAL ASSOCIATION
QUARTERLY

Volume XX CONTENTS FOR APRIL Number 4

| | PAGE |
|---|---|
| ASSOCIATION NOTES AND EDITORIAL COMMENTS | 271 |
| Special Series of Issues Closes—Normal Times—What Lies Ahead?—"Cease and Desist" —"Estimated Changes in Volume of Activity in Higher Educational Institutions, 1941-45"—An Open Letter on Athletic Policy at Creighton University—Contributors to this Issue | |
| WHY BE A COLLEGE PRESIDENT? | <i>A. J. Brumbaugh</i> 282 |
| LESSONS FROM THE ARMY UNIVERSITIES IN EUROPE | <i>John Dale Russell</i> 291 |
| REPORT OF THE COMMITTEE ON POSTWAR EDUCATION | <i>Wilfred M. Mallon, S.J.</i> (Chairman) 301 |
| PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION | 336 |
| INDEX TO VOLUME XX | 339 |

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume XX

APRIL 1946

Number 4

ASSOCIATION NOTES AND EDITORIAL COMMENTS

WITH this issue of the QUARTERLY the series dealing with the work of the three Commissions of the Association is closed. This, the April, number is comprised of materials submitted by the Commission on Colleges and Universities of which William E. Cunningham, C.S.C., is chairman and John Dale Russell, secretary.

Each issue in the series just referred to differs in detail from the others, as would be expected, but all of them afford insight into the work of the respective Commissions which they represent. Thus the October, 1945, number, it will be recalled, was devoted to the Commission on Research and Service. In addition to a history of this division of the Association, attention was given at that time to the Experimental Units for the secondary school curriculum which have continuously been issued by this Commission and which have been so happily received by those for whom they are intended. Recent major studies, such as those in the liberal arts area, supply and demand for teachers, in-service training, and the like, also were dealt with in a helpful fashion.

The January, 1946, QUARTERLY was the responsibility of the Commission on Secondary Schools of which B. C. B. Tighe is chairman and O. K. Garretson, secretary. There, too, the struc-

ture and functions of this Commission were succinctly set forth. The problems which secondary education is facing in the postwar period, revision of the Commission's *Policies, Regulations, and Criteria*, and the Cooperative Study of Secondary School Standards were analyzed. Probably the most unique feature of a decade of publication of the QUARTERLY is the series of running accounts of activities of the twenty State Committees which this number contains. Since this aggregate of peripheral organizations is the actual cutting edge of the Commission on Secondary Schools, what they do or fail to do commands the attention of thousands of school men in North Central territory. Therefore these respective accounts recite the activities which afford a basis for the cumulative interpretations given to the Association and its work by men in the field.

The material for the current (April, 1946) QUARTERLY, aside from the report of the special committee on postwar education which was released as a preprint and widely circulated some months ago, departs from the technical work of the Commission but its pertinence is clear nevertheless. Thus the article, "Why Be A College President?," may raise the echo, "Why, indeed?," in the heart of many a harassed executive. Moreover, the lessons which

higher educational institutions may draw from the army universities in Europe are challengingly set forth in the article which bears a similar title. Here the relation of what is happening in these unique institutions to the report of the postwar expectations in higher education which is mentioned earlier in this paragraph is evident. This same general theme is also reflected in the two editorials which immediately follow in these columns.

The Editor wishes to express his deep appreciation of the excellent job which the secretaries of the three Commissions have done in sharing the planning of this series and assembling the materials for the respective numbers.

HARLAN C. KOCH

NORMAL TIMES

The past five years have everywhere been recognized as abnormal times. The war was especially disruptive to the normal processes of higher education, and the months since the military victories in Europe and the Pacific were achieved have been filled with many distressing problems for colleges and universities.

The Commission on Colleges and Universities early in 1943 took cognizance of the abnormality caused by the war and suspended the two most significant phases of the accrediting procedure. Applications for membership were not accepted, thus denying opportunities for accreditation to institutions not already members. The regular cycle of biennial reports from all member institutions, by which information on the status of faculties should have been requested in 1943-44 and on finance in 1945-46, was interrupted; thus the continuing check on the quality of member institutions, which is a part of the established policy of the Association, was suspended for the period of the war.

The cessation of regular accrediting activities brought considerable pressure on the Commission on Colleges and Universities and its officers. In the first place many institutions in the territory of the North Central Association had been preparing over a period of years to reach the level of quality required for membership. Their officials believed that despite the war their programs were ready for consideration. They wanted their institutions to be ready to serve returning veterans well, and they rightly believed that recognition by an accrediting association would enable the rendering of a wider and more acceptable service. They insisted that an injustice was being done in the arbitrary refusal to consider their applications for membership. In the second place the Association was charged in some cases with having neglected attention to deterioration alleged to have occurred in the quality of member institutions. The suspension of the regular cycle of reporting made it impossible to discover institutional weaknesses except by some extraordinary inquiry. In the third place, because of the failure to collect the usual statistics, the Secretary's office has been unable to furnish up-to-date information, especially concerning the status of faculties, in response to questions that continually come from college officials interested in the improvement of their institutions.

At the meeting of the Board of Review in April, 1945, action was taken to resume both the accrediting of newly applying institutions and the regular routine of reporting by member colleges and universities. These steps were taken only after a careful study by the members of the Board of Review. The members of the Board, not having prophetic powers, do not claim to have foreseen that the Allied victory would come within a few months. But they

were convinced that normal times, in the prewar sense might be a long way off, and they believed that if the Commission on Colleges and Universities is to continue to function as required by existing legislation, the resumption of accrediting activities might as well take place in 1945 as in some later year.

The decision seems at this writing to have been fully justified. A score of institutions made application for accreditation during the summer and autumn of 1945, and eleven of these carried through to the point of having complete surveys. Requests were made of all member institutions for information on faculties in the autumn of 1945. Blanks for reporting this information were developed, in accordance with the regular policy of the Association, by a series of subcommittees representing the various types of institutions in the membership. Returns from the faculties of practically all the accredited colleges and universities are now in the Secretary's office ready for tabulation and analysis.

Many institutional officials in submitting their reports and schedules have conscientiously called attention to the fact that the data do not reflect a normal situation. One might well raise the question as to what are the criteria for "normal times." To some the term "normal times" is approximately the equivalent to "better-than-average times" or even to "the best times we ever had." Most would probably agree that we are "below normal" much oftener than "above normal." And yet, at least in the economic sense of the term, we should expect "normal" to be something like an average, or a condition midway between opposite and more or less equal swings of the pendulum.

No present time ever seems to be normal. When we refer to "normal times" it is invariably to some period

in the past, or to a possible future condition. As a rule we never realize that we are passing through "normal times" until five or ten years afterwards, when we are able to look back with improved perspective. In every present time there are current problems that seem important, unusual, and disturbing, and thus the present is inevitably looked upon as abnormal while it is with us.

One can only conclude that, inasmuch as change is the standard condition in a dynamic society, the only "normal condition" for a social institution is a state of disturbance and deviation from previous conditions. The true meaning of "abnormal times" then is merely a period when there is greater than usual deviation or a more rapid change than has been occurring in the past. Even when we look back from the perspective of several years and label a bygone period as "normal times," its characteristics are almost certain to differ considerably from those of any previous "normal times."

Viewed in the light of such considerations, the decision of the Board of Review to resume the regular accrediting activities seems well warranted. It is true that the times do not yet seem to be "normal." But when were they normal? Certainly we did not think they were normal when we were passing through the immediate prewar period of the late 1930's and the early 1940's, or through the depression of the 1930's. We seem to recall that even in the 1920's there were problems that caused leaders in higher education to refer to conditions as "abnormal."

And when are times likely to be "normal" again? Certainly not within the next five years of the foreseeable future. By the time we shall have solved or shelved the problems that so distress us in 1946, a new crop of equally perplexing problems will cer-

tainly be confronting institutions of higher education. It is even conceivable that by 1955 or 1960 educators will look back upon 1945-46 as one of those periods in which the swing of the pendulum was passing through a center later recognized as a norm or point of reference.

It is hoped that these reflections may be convincing to some who have questioned the wisdom of resuming regular accrediting activities by the Commission on Colleges and Universities. To the presidents who have carefully explained that the data on faculties do not reflect the normal situation in their institutions, it can only be said that the Secretary's office and the Board of Review are prepared to interpret the data in the light of any pertinent institutional conditions. But the expectation that normal times will come again soon, or that they will even be recognized as normal when they do appear, seems as hopeless and as fruitless as a quest for the end of a rainbow.

JOHN DALE RUSSELL, Secretary
Commission on Colleges and Universities

WHAT LIES AHEAD?

With the war over and accrediting procedures resumed by the North Central Association this year, the question arises whether we are going to continue our efforts for the improvement of American education in this region, or will we slip back into an attitude of complacency and self-satisfaction and be content to carry on as usual instead of carrying forward to the achievement of new goals. Optimists have been predicting the making over of education as an outcome of our war experience. Thus in the 1940-41 *Annual Report* of the Carnegie Foundation for the Advancement of Teaching appeared this statement:

Education is going to be made over in our generation. Nothing can stop it because for the first time, educators recognize the fact of individual differences and, assisted by standardized objective tests, are making intelligent exploration of those differences (pp. 20-21).

The same thing was predicted after World War I but little if anything happened along this line.

Those who speak after this fashion seem to be unaware of the fact that the school is one of the most conservative social institutions running a close third to the church and government. They apparently have no acquaintance with what Dr. Frank Aydelotte, Director of the Institute for Advanced Study at Princeton, calls the "academic lock step" of the American system or with his appeal for "ending the regimentation which has been its greatest weakness." (*Breaking the Academic Lock Step*, 1944, p. xiii). Now, however, some hopeful signs are appearing. The colleges are bestirring themselves in revamping their curriculums in terms of general education. We see this all the way from Oregon University on the West Coast, with Tulane in the South, to Yale University in the East. The Harvard Report, *General Education in a Free Society*, is outstanding with twenty-thousand copies already distributed and ten-thousand additional now being printed. Does this mean that leadership in experimental procedures for the improvement of American education has now reverted to the East? No one acquainted with what has been going on for some years at Chicago University will admit this.

Anyone who has ever studied comparative education will agree with the statement of Chapman and Counts concerning the American "single continuous system."

This revolutionary change will, in the history of intellectual and social emancipation, be regarded as one of the greatest, if not the greatest,

cultural achievement of the American people (*Principles of Education*, p. 445).

But our democratic system, with its emphasis on equal opportunity for all, has two outstanding weaknesses: 1) the situation in the upper grades of the elementary school and 2) the unit-credit complex of high school and college. This reference to the upper grades of the elementary school does not imply that there is no real education going on during these years. Surely there is, possibly in most elementary schools. But when this is the case by any intelligent definition of the term, it is *secondary* education, not *primary*. When a child can reflect as he reads and uses the number combinations, he is in the second stage of his education, no matter what grade he may be in. Hence for the brighter pupils certainly these upper grades should be combined with the lower years of high school in one administrative unit for early adolescents from about twelve to sixteen years of age, and the curriculum for this group should be rebuilt to include the teaching materials adapted to their age and educational development, notably, foreign language and mathematics beyond arithmetic.

With regard to the credit complex, the Canadian humorist, Stephen Leacock, has given us an apt statement when he describes the student in process of getting credit as "sitting on his brain-ends" so many minutes per hour, so many hours per week, so many weeks per year. An exaggeration, of course, like all American humans, since performance on class assignments, tests, and examinations condition the credit, but it does hit the mark—our emphasis on time spent instead of development achieved.

When the accelerated program was initiated as a war measure, there was great hue and cry from high school and

college theorists, "You can't accelerate maturity!" We will leave this question to the experts in child development but you don't have to be an expert in educational psychology to realize that we certainly can retard maturation. It is going on all around us whenever our "single continuous system" is operative with the dull and bright pupils following the same curriculum on the same time schedule.

The second fallacy of the lock-step protagonists is that the 16-year-olds are not emotionally or socially mature for college experience, even though they may be intellectually. Following a study of younger students entering Ohio State University during the war, Dr. Sidney L. Pressey gave a blast to this one. His statement is that not only do younger entrants make "better students" than those who enter two years later in life, but "contrary to a common belief, the young students also appear to be best adjusted socially."

In the light of these facts and findings it appears that the challenge is to private and church-related institutions to lead the way in reorganizing our educational system so that the brighter students, our hope of the future, working continually up to their capacity, may advance in their general education without being held back by the slow and inferior group or the great average group in the middle. An eight-year institution of two units of four years each taking in selected pupils of about twelve years and putting them through four years of high school and four years of college would not have trouble even with the New York State Regents, the most reactionary of the accrediting agencies, since their students would be graduates of four year high schools. Only a few such high schools are operating now, but the studies made on the

performance of their graduates in college point definitely to the fact that it is well above the average. With the upper two-fifths of all high school graduates entering college now at the age of 17 years and 4 months, it is evident that somehow or other either by skipping grades (certainly not to be recommended) or carrying heavier programs, they have broken out of the lock step of the 8-4 system. With the advance of the measurement movements this will undoubtedly continue, and we have real hope not only that younger students entering our professional and graduate schools will complete their advanced education at an earlier age, but also that they will come to the university schools better prepared in terms of general education with habits of hard work and application to study. This is a consummation devoutly to be wished.

The college accrediting procedure of the North Central now operating certainly encourages this. After an institution has stated its aim, the other seventy odd columns of the pattern map may be reduced to four categories: (1) those concerned with the educational program planned to achieve the stated aim; (2) a student body whose needs will be met by this program; (3) a teaching and administrative staff adequately prepared to carry on that program; and (4) facilities (finances, library, laboratories, etc.) needed by the staff to present this program to these students and achieve this aim. Certainly here is enough freedom for any institution of real educational integrity. Others need not apply.

W. F. CUNNINGHAM, C.S.C., Chairman
Commission on Colleges and Universities

"CEASE AND DESIST"

The following release from the Federal Trade Commission will doubtless

be of interest to higher educational institutions and is therefore printed here in its entirety.

FEDERAL TRADE COMMISSION WASHINGTON

*Stipulation as to the facts
and agreement to cease and
desist*

Stipulation No. 4097

H. Pettus Randall, an individual who, since 1935, has been engaged in the annual publication of a book composed, for the most part, of listings and biographical sketches of colleges and university students throughout the United States, and in the sale and distribution of such books in interstate commerce, from his place of business in Tuscaloosa, Ala., and in competition with other individuals and with corporations and other concerns likewise engaged, entered into the following agreement to cease and desist from the alleged unfair methods of competition in commerce as set forth therein.

H. Pettus Randall agreed that, in connection with the conduct of his business involving the offering for sale, sale and distribution of his books containing the listings and biographical sketches of students in commerce, as commerce is defined by the Federal Trade Commission Act, he will cease and desist forthwith from:

(1) the use of the words "Who's Who" in connection or conjunction with the words "Among Students in American Universities and Colleges," or in any other way, as a title for said publications or as a trade name under which said publications are offered for sale or sold, unless wherever such words are used the same shall be accompanied by a statement or statements, in letters of equal size and conspicuousness with the words, "Who's Who" to the effect that the publication in question is not that of A. N. Marquis and Company or the publication known as "Who's Who in America";

(2) representing, as by the words "University, Alabama," or by picturizations of a university building or buildings or campus scenes, so as to import or imply or the effect of which tends or may tend to convey or cause the impression or belief, contrary to fact that the book publishing business of the said H. Pettus Randall is located at University, Alabama, or that his said business is in any way sponsored by the University of Alabama or by any school;

(3) stating or representing, contrary to fact, that the listing of the names or the biographical sketches of students in said books is limited only to students of the following types:

a. those of outstanding character, scholarship, leadership in extracurricular activities and

the possibility of future usefulness to business and society;

b. those whose choosing has been conscientiously and impartially made after careful, verified consideration of their qualifications;

c. juniors, seniors, and students in advanced classes;

d. those whose selections as candidates for inclusion in the books have been made with the collaboration, help and approval of college deans or presidents or of an unbiased committee from each university or college represented.

H. Pettus Randall also agreed that should he ever resume or indulge in any of the aforesaid methods, acts or practices which he has herein agreed to discontinue, or in the event the Commission should issue its complaint and institute formal proceedings against the respondent as provided herein, this stipulation as to the facts and agreement to cease and desist, if relevant, may be received in such proceedings as evidence of the prior use by the respondent of the methods, acts or practices herein referred to.

"ESTIMATED CHANGES IN VOLUME OF
ACTIVITY IN HIGHER EDUCATIONAL
INSTITUTIONS, 1941-45"*

Estimated civilian enrollments in higher educational institutions as reported for October of the current academic year (1945-46) represent a 25 percent increase over the opening enrollments for the year 1943-44. October civilian registrations in the prewar peak year of 1939-40 totaled 1,360,000. By the fall of 1943 only 738,000 civilians were enrolled in higher educational institutions. In the fall of 1945 civilian enrollments had reached the level of 926,000. In addition to civilian, fall enrollments of military personnel were of notable proportions, both in the war year of 1943 and the fall of the current year. Combined fall enrollments of both military and civilian students slightly exceeded 1,000,000 in both 1943 and 1945. Increases in fall enrollments of civilians since 1943, therefore, approximately

equal the losses during the same period in military students.

The number of persons reported on resident instructional staff (part-time and full-time) of institutions of higher education has not changed so markedly. From 111,000 in 1939, staff increased to 114,000 in 1941 and declined to 106,000 in 1945.

Since 1939, total educational and general expenditures of higher educational institutions increased steadily from \$522,000,000 to an estimated \$697,000,000 for the school year 1944-45. The total amount budgeted for educational and general expenditures for the year 1945-46 is estimated to be \$737,000,000.

These estimates are based upon returns from a sample of higher educational institutions made in October, 1945. There were 235 carefully selected institutions in the sample. They were representative of these classifications: publicly-controlled universities, colleges and professional schools (30); privately-controlled universities and colleges (39); privately-controlled professional and technical schools (35); publicly- and privately-controlled teachers colleges (26); publicly- and privately-controlled junior colleges (54); and Negro institutions (26).

Enrollment trends of various types of institutions. The greatest relative decrease from 1941 to 1943 in fall civilian enrollments was in teachers colleges. The smallest relative decrease for the same period was in Negro institutions. Teachers colleges show the greatest relative resumption of activity from 1943 to 1945, but still stand at a relative position for the entire period which is lower than that for any of the other groups of institutions. Negro institutions constituted the only group showing an increase for the entire period 1941 to 1945.

Civilian students entering college first

* Adapted from *Statistical Circular*, SRS 21.3-016, U. S. Office of Education, January 15, 1946. Pp. 14.

time. Approximately one-third of college students are usually students in college for the first time. Figures on that part of the total enrollment represented by students the first time in any college are important as an indication of the accession rate to college from secondary schools. There are noticeable differences in the proportion of fall civilian students entering college for the first time during the three years reported, and for the two sexes. In 1941 and 1943, a smaller proportion of college men than college women were new students. In 1945, however, approximately 34 percent of men students were those enrolled for the first time in any college, whereas women students entering college for the first time represented only 30 percent of all women students enrolled.

Differences between enrollment of men and women. A decrease of 525,000 occurred in fall enrollments from 1941 to 1943. Most of this decrease, 491,000, was in enrollment of men students, whereas enrollment of women students decreased only 34,000. The bulk of the decrease in women enrollments was among women students who had previously been in college. During the period 1943-45, the greatest numerical increase in enrollment was among women students, almost all of whom had previously been in college. On the other hand, the greatest *percentage* increase was in men students, and this was particularly among men entering college for the first time. The net result of the war period 1941-45 has been a 27 percent decrease in enrollment. However, as of the fall of 1945, men students were still 53 percent below the fall of 1941. In sharp contrast, enrollments of women students were up 14 percent above 1941. Most of the increase in women students was among those who had previously been in college. It is to be noted that net increases

in the number of students with previous college attendance may be attributed to (1) the return to college of former students, and (2) a decline in rate of separation from college.

Veterans in colleges and universities.

The special survey upon which this report is based did not cover information on the enrollment of veterans in colleges. Information from the Veterans Administration indicates that there has been a decided increase during the fall of this year in the number of veterans in education or in training status under provisions of P. L. 346. According to reports from the Veterans Administration, as of September 30, 1945, there were 22,301 veterans in education or training status in institutions under provisions of the Servicemen's Readjustment Act. As of October 31, 1945, this number was 39,439, as of November 30, 1945, 58,582, and as of December 31, 1945, 76,802. The vast majority of these students represent enrollment in colleges and universities. The number reported as entering training in institutions during the month of November, including institutions of less than college grade, under P. L. 346, was 21,836. In addition, during the same month, there were 5,119 vocational rehabilitation cases (P. L. 16) inducted into training. The rate of accession of veterans into educational programs in schools and colleges during the months of November and December exceeded one thousand per day.

According to a January Veterans Administration's release, "41 percent of the more than 100,000 veterans studying under the Servicemen's Readjustment Act of 1944 are enrolled in 38 of the larger and better-known schools. In prewar years, these 38 schools had approximately 25 percent of the total student enrollment."

Summer-school enrollments. Summer enrollments of civilian students did not

change greatly during the war period. The enrollment of men students in the summer of 1945 was not up to the level of 1941, but this was more than offset by the high level of registration of women students. The total for the summer of 1945 slightly exceeded the summer enrollment for 1941. There is evidence that the wartime experience of colleges in the technical fields, plus the desire of institutions to supply technically trained persons to fill shortages created during the war, have changed the pattern of summer-school enrollment. Marked increases were shown in the summer of 1945 in enrollments, particularly in privately controlled professional and technical schools and in junior colleges. The figures for privately-controlled junior colleges, though small, represent a decided trend in expansion of summer-school activity in this type of institution.

Staff in full-time and part-time resident instruction. A detailed tabulation of estimates of staff in full-time and part-time resident instruction shows a steady, though slight, over-all reduction in resident staff employed in higher educational institutions. However, there has been a general decrease in the number of men on college and university staffs, and a consistent increase in the number of women engaged in the staffs of these institutions. There are some variations to this trend in a few classes of institutions.

The number and percent of new staff members for the year 1945 by type of institution, represent no significant departure from the rate of acquisition of new staff members in previous years. However, it is to be noted that there is a slightly higher percentage of women instructional staff which is new, as compared with the percentage of new staff members who are men. The few instances where there are rather large percentages of

new staff are in those classes of institution in which there has been a perceptible expansion of staff since 1943.

Changes in educational and general expenditures. The institutions in the sample were requested to report actual or estimated educational and general expenditures for the fiscal years 1944-45 and 1945-46. A rather gradual rise from \$522,000,000 for 1939-40 to \$632,000,000 for 1943-44, then a much more abrupt increase in 1944-45 over the previous year was shown. This increase was most pronounced in the private universities, colleges, professional and technical schools, and in Negro institutions. The same types of institutions did not in general show a marked increase over the same period. Relatively high increases in enrollment in these institutions has been referred to previously.

AN OPEN LETTER ON ATHLETIC POLICY AT CREIGHTON UNIVERSITY

The following statement on athletic policy was issued by the president of Creighton University under date of February 7, 1946:

To the Faculty, Students, Alumni, and Friends of the Creighton University:

I regret the necessity under which I send you this present message. As you read it, however, I think that you, also regretting its necessity, will nevertheless understand its decision to be for the best interests of your University.

It is my duty to inform you that the Creighton University has decided not to resume intercollegiate football in the immediate future. This decision is based on Creighton's reasonable unwillingness to accept the scholastic and financial hardships unfortunately involved in intercollegiate football competition in our day. If and when these hardships are eliminated, I predict that the University will gladly welcome back the virtues of intercollegiate football rivalry. We will continue intercollegiate basketball competition, avoiding the hardships indicated above.

The University plans a strengthened department of physical training including intramural

sports, which should lead to the development of representative teams for suitable intercollegiate competition. It is hoped that intercollegiate basketball on this basis will prove the virtue of this plan.

It is important that you should know that the decision about football has not been reached lightly, hastily, or inconsiderately. On becoming President of the University late in 1945, I found the question open, long under consideration, and its solution somewhat impatiently awaited. Yet I felt bound to expend on it the deliberateness to which in justice any important decision is entitled.

This involved informing myself thoroughly about it. The process took much time, but it was well worth while. I invited to conference with me representative groups from the various elements in the Creighton constituency. I laid before them the problem, asked them to inform me in detail, freely and fully, on all its aspects; and on my part I contributed full information from the University, in the same spirit of frankness.

These meetings were a fine experience for a newly-appointed President. They were a demonstration of candor, loyalty, and concern for Creighton's best interests. The executive council of the alumni association, the special budget committee which the council gave me at my request, the board of regents and deans, the athletic board, the University board of regents, the Board of Trustees, all gave me the facts, faced the problems, and attempted their solution.

I supplemented these group conferences with conversations with men who, because of their long-standing interest in and support of athletics at Creighton, surely deserved to be heard, and could be expected to contribute importantly to my findings, as in fact they did.

I do not regret, and I am sure that none of these many other Creightonians regrets, the time effort, deliberation, and care spent on the question of football now at Creighton. We all wanted the right answer; and, however much any of you may regret its necessity, I am sure that if you had sat through our deliberations you would realize the reasonableness, the inevitability, the rightness of the answer given.

Into the reasons on which the decision is based I need not enter further here than to say that they are both scholastic and financial (these always being closely interwoven in this matter); and to assure you that they are indeed serious. But I can say that the decision leaves Creighton with added zeal for higher achievement than ever in the academic field. In Omaha and the surrounding States, and in the whole United States, Creighton has been known above all, and properly, as a stronghold of excellent education. This is the secret of her attraction for students.

More intensely now than ever, this can be her preoccupation. Thus she will the more plentifully benefit those for whose good she exists.

Among these stand preëminent today the veterans who are coming to Creighton in great numbers, and in great seriousness about education. A grateful nation has made a Creighton education possible for them; and a grateful Creighton University can give them full attention, full understanding, and an education that will be for them a precious lifelong possession.

You have assurance, therefore, members of the faculty, students, alumni, and friends of Creighton, of a decision made for the good of the University whose best interests must be always your and my chief concern.

Rev. W. H. McCABE, S.J., *President*

This statement called forth an editorial entitled "A Matter of Conscience" in the Omaha *World-Herald* for February 9, 1946, reprinted herewith:

Those watching the postwar football situation develop will have no difficulty understanding Creighton University's reasons for deciding against a resumption of the sport in the immediate future.

The decision, Very Rev. William H. McCabe, S.J., announced, is based on the university's "reasonable unwillingness to accept the scholastic and financial hardships unfortunately involved in intercollegiate football competition in our day."

Those polite academic phrases pack a wallop. They express one university's protest against the hypocrisy of most colleges and universities in presenting professional football teams in a three-ring circus. There are examples that betray the trend. One flashy backfield performer recently received "offers" from more than two dozen universities. Another player goes on strike because the coach won't pay his income tax.

Against this background, and after thorough consultation with those who know the problems, the Creighton president decided neither his conscience nor his purse would permit him a descent into the ring to bid for half-backs-on-the-hoof in an inflated market.

Many alumni and students may be disappointed. But they can be consoled by the fact that the retention of self-respect and academic excellence is preferable to the traditional Saturday afternoon spectacle in such circumstances.

Those who have the best interests of intercollegiate football at heart will hope that the Creighton action, and Washington University's

decision to maintain a strictly amateur program, will be noted by other college presidents and regents.

CONTRIBUTORS TO THIS ISSUE

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WHY BE A COLLEGE PRESIDENT?

A. J. BRUMBAUGH

Vice President, American Council on Education

RECENTLY a friend remarked, "I don't know why anyone wants to be a college president. It's the most thankless job in the world." At least one former university president, who now holds a high position in business, would support my friend's appraisal. Commenting on his own presidential experience, he said that prior to his becoming the president of the university his faculty colleagues were among his closest friends. They hailed him and his wife as Joe and Sallie. No sooner had he been made president than his faculty relationships became formal and distant. He added that then Sallie and he became the most lonesome people imaginable.

College and university presidents may hold thankless jobs; they may be the most lonesome persons in the world; yet every year there is a long queue of would-be presidents for each of the hundred or more vacancies that occur. According to authentic reports quite recently one hundred and fifty candidates were under consideration for the presidency of a single well-known college. One hundred and fifty educators were candidates for "the most thankless job in the world." Were these candidates ignorant of the nature of the job, or were there, in their opinions, values which counterbalanced its thanklessness and lonesomeness? What is there about the position of college president that attracts such a procession of candidates?

As one who was tempted into a college presidency and as one who through the years has seen at least two generations of presidents come

and go, I should like to aid those who aspire to the position to approach it with a knowledge of its demands and its rewards. I also cherish the hope that I may at the same time aid some presidents to view their present positions objectively and to anticipate some of the hazards that they may encounter.

APPRAISING THE PRESIDENCY

In attempting to answer the question, "What makes the college and university presidency attractive?", it is necessary to consider both its limitations and its merits.

One of its disadvantages is that it lacks security. The average tenure of presidents in the institutions comprising the membership of the Association of American Colleges is only about twelve years. A study which I made a few years ago of the annual change in the presidencies of about three hundred colleges and universities in the North Central Association showed that one-seventh of the institutions each year reported a new president. Some of the vacancies are due, of course, to the fact that presidents have been in service for a good many years and have reached the age of retirement. Altogether apart from retirement, however, the change in college presidencies each year is comparatively large. Faculty members, after a reasonable period of probation, generally achieve permanent tenure. Unless they are guilty of moral turpitude or gross incompetence, their positions are secure. But the president enjoys no comparable security. He may have a

three-year or a five-year appointment; even so, his position may become so untenable that he will not wish to insist on the rights of his contract.

The presidency allows no leisure. The college president has little time that he can call his own. While on the campus he spends his days and evenings conferring with faculty members, preparing reports for his board of trustees, attending committee meetings, answering voluminous correspondence, entertaining distinguished guests, reviewing plans for new buildings, studying financial reports, planning budgets, attending social functions, making speeches to local service clubs, and promoting other plans of local community agencies. If he reads a book, he does it at the sacrifice of time he should give to his wife and children. Generally he isn't on the campus as much as he should be. His position demands that he attend educational conferences, speak at alumni meetings, contact prospective donors, and serve on regional or national committees.

The president's life is an open book. His home life, his community activities, his friendships, his conversations, his eccentricities, his hobbies—every aspect of his personal and professional life is subject to scrutiny. His position demands that he be constantly within reach, at least by long-distance telephone. Someone must always know where he is, why he is there, what he is doing, and where he expects to be next. Then, too, the president must always weigh his words and his actions both in public relations and in more intimate personal contacts. He is looked upon as the representative of the college. Therefore, what he says or does is construed as reflecting the point of

view of his institution. In a word, he becomes a human symbol of the spirit of his college or university.

His opportunity for scholarly production immediately becomes limited. The president's reputation as a scholar usually rests upon his work as a scholar before he became a president, but most presidents do not write books in the fields of their special academic interests. A few do write books, and reasonably good ones, but as a rule the books are collections of papers and addresses that were prepared for special occasions. Even then their fellow presidents wonder how they ever found time to write a book. Most new presidents enter their positions with the high resolution to continue in scholarly pursuits. A few years generally reveal the futility of such an ambition.

What is it then that makes the position attractive? It affords prestige. There are only about seventeen hundred colleges and universities of all kinds and types in the United States. Because the positions are comparatively few, it becomes a matter of distinction and of public recognition to be selected for one of them. Moreover, the combination of qualifications required is such that to be appointed to a presidency implies the possession of extraordinary abilities.

The high esteem accorded the college president is indicated by the frequency of his appointment to important committees—state, regional, and national—and by the many invitations he receives to address educational conferences or meetings of religious, professional, and service organizations. By virtue of his presidency he is included in the roster of distinguished persons listed in *Who's*

Who in America. The president of an institution of higher education, be it a junior college, a liberal arts college, a teachers college, a professional school, or a university, is a leading citizen. He is held in high regard by the general public and is called upon to aid in directing the thinking and shaping the policies related to civic affairs.

The position offers wide opportunity for leadership. The president holds a key position in guiding his institution in formulating and clarifying its educational objectives and in developing a program to achieve those objectives. His opportunities for leadership are not limited, however, to his own institution. If his institution is private and church-related, it devolves upon him to aid his constituency to define clearly the role of higher education in the life of the church and to formulate plans and policies whereby the college may fulfill its role. If his institution is nonsectarian, either privately- or publicly-supported, likewise the president has an opportunity and an obligation to lead the constituency of his institution in understanding the place of higher education in community, state, and national affairs. There are really no bounds to the opportunities for educational leadership.

The presidency pays well. One who aspires to a college or university presidency primarily because it affords a better salary than is generally paid a professor thereby disqualifies himself for the position. But the salary item, even though secondary to other considerations, undoubtedly adds to the attractiveness of the position, and it should. Business and industrial organizations as well as government are looking for individuals who possess the qualifications that a college

president should have. Considering the competition for persons of presidential caliber and the nature of the position, it is to be expected that the president will command a relatively high salary. In addition to or as a part of the salary there are frequently provided certain prerequisites—for example, the president's house, special services, an entertainment fund, memberships in professional organizations and clubs—which relieve the president's personal budget of some important items of expenditure.

On the other hand, it must not be forgotten that the president is called upon repeatedly for contributions to a variety of charitable causes, and he is frequently expected to set a precedent for other contributors. Moreover, he must maintain a standard of living that is consistent with his position; he has the pleasure or the obligation, depending upon how he views it, of entertaining both distinguished guests and the members of his staff and faculty.

Everything considered, however, a college or university presidency is attractive financially when compared with other positions in the field of education.

THE RESPONSIBILITIES OF THE COLLEGE PRESIDENT

It is impossible within the scope of this paper to enumerate the many specific activities in which a president engages. It is possible, however, to group the activities into a few major categories and thereby to indicate the wide range of his duties.

He is responsible for public relations. The president is the liaison officer between the board of trustees and the faculty on the one hand, and between the institution and the public on the other hand. As the official representative of the institution, he

participates in national, regional, and local educational organizations; he interprets the institution to the alumni and to its supporting constituency; he is generally the person who makes contact with individuals who are expected to contribute to the financial support of the institution; and he determines policies with reference to public relations activities carried on by members of his staff. It also becomes his duty to interpret to the faculty and the school the attitude of the board of trustees and of the constituency in matters of institutional policy which are determined or influenced by these extra-institutional agencies.

He is responsible for the development of the educational program. It devolves upon the president to co-operate with the faculty in clarifying educational objectives and in formulating policies. It is his responsibility to appoint the chief administrative officers who are responsible to him, to recommend to the board of trustees the appointment of faculty members who are nominated by the heads of divisions or departments, to recommend faculty members for promotions and increases in salaries, and to secure from time to time data on the basis of which he may evaluate the educational standards and the educational progress of the institution.

The president is responsible for preparing the budget of the institution. He will, of course, rely upon his administrative assistants and the heads of departments to make budgetary recommendations and requests. He must also develop plans for the improvement of the physical facilities. This relates to both the maintenance of existing facilities and the provisions for new buildings and equipment. He is responsible for setting up sound purchasing pro-

cedures and for seeing that various departments and divisions of the institution operate within their budgetary allocations. Ordinarily he is a member of or consultant to the investment committee of the board of trustees regarding investment policies.

This summary is probably too brief to give an adequate idea of the range and diversity of the responsibilities that are centered in the office of the president. It will suffice, however, to emphasize the fact that the president must have a good professional background gained either by experience or by training in order to discharge satisfactorily the multiplicity of his obligations. There is a growing recognition of the need for formal training for this important administrative position. This is indicated by the fact that many presidents now in service take time off to participate in workshops or institutes on higher education or during the summer sessions to take special courses in administration in the larger universities. It is also evidenced by the fact that a number of universities are now offering courses in the administration of higher education—courses dealing with the organization of student personnel services, the curriculum and instruction, and financial administration.

In fact, new presidents ordinarily are not found ready-made. They must find themselves by trial and error on the job, or they must undergo a period of training and internship. We are just beginning to realize the importance of the latter. Indeed, we are rapidly approaching the time when promising young administrators will be identified early in their professional careers and will be encouraged to prepare by formal study and by internship for presidencies or other major administrative posts.

SOME HAZARDS OF THE COLLEGE
PRESIDENCY

The reader will already have concluded that the college presidency is a somewhat hazardous position. Without wishing to stress unduly this fact, it is important to note the types of difficulty that presidents most commonly encounter.

The board of trustees sometimes interferes in the administration of the institution. In speaking of the relationship of the board of trustees to the president, R. M. Hughes says, "The main point to be emphasized is that after a board appoints a president he becomes the executive officer of the board and the board has no further executive duties. They should in no case, as individuals or as a board, take any action relative to the detailed operation of the institution except on the recommendation of the president. If his recommendations seem unwise, it is, of course, their duty to decline to support them."

The members of boards of trustees, with the best of intentions, often fail to recognize this fundamental principle. They may attempt to assume responsibilities for matters of internal administration, a province of the president. In such a situation the president either becomes a figurehead or he comes into open conflict with his board. There have been notable cases, of course, where a politically-minded board has endeavored to control the appointment of faculty members or the use of institutional funds for unjustifiable political purposes. While such situations are the exception, they occur with sufficient frequency to constitute a definite hazard that must be recognized and as far as possible forestalled. There is also the contingency that the board of trustees, either because it does not understand or because it is not in sympathy with

the point of view of the president, may refuse to approve policies and recommendations which the president regards to be in the best interests of his institution. Such a situation immediately generates a mutual lack of confidence and makes the president's position untenable.

He must take the middle road between autocracy and democracy. Some presidents take the position that they are responsible for "running the institution." In fact, there are probably as many little dictators in institutions of higher education as there are in business or industry. The dictatorship type of administration inevitably leads to a growing unrest on the part of faculty and students until the dictator is deposed. On the other hand, some presidents inherit or develop within their institutions a type of democratic procedure which makes them as presidents virtually impotent. The control of appointments by full professors or faculty committees, the complete control of curriculum, instruction, and policies by the faculty has resulted in some institutions in a notable lack of progress. As between pure autocracy and pure democracy the latter is probably to be preferred. There is, however, a middle ground in administration in which the president in cooperation with the faculty is able to initiate and promote desirable improvements. Whether a president can achieve this median position between autocracy and democracy depends largely upon his possession of some of the qualifications which I shall discuss later—intellectual leadership, courage, convictions, tact.

"Academic freedom" may be a sword over the head. The term, academic freedom, is not too well defined at present. The issue of academic freedom usually arises in

connection with tenure. Over and over again college presidents find themselves in difficulty because they are charged with violating academic freedom. The president is frequently beset by pressure groups, such as alumni, chambers of commerce, the American Legion, Rotary Clubs, and religious groups, who are critical of faculty members because of their liberal political, economic, or religious views. Such organized pressures frequently make the college or university campus the scene of a witch hunt for radicals. Even boards of trustees at times join these pressure groups in insisting that the campus must be purged of radicalism.

It requires no great stretch of the imagination to bring the whole issue of the control of athletics under the head of academic freedom. In no area of an institution's total program are pressure groups so vocal and so powerful as they are in the area of athletics. In fact, too often the control of athletics passes completely out of the hands of the administration. The fate of a coach is determined by public opinion rather than by the usual criteria employed in determining the tenure of faculty members.

The president is also confronted with the issue of academic freedom when on his own initiative he endeavors to dictate or control the content of courses or the points of view expressed by faculty members in the classroom with which he is in personal disagreement. Situations frequently arise, however, in which faculty members themselves misconstrue academic freedom and engage in practices or make pronouncements that are obviously in bad taste. Such situations cannot be ignored.

He may—or may not—handle the finance of his institution, but he should *know how*. The college presi-

dent is confronted with an especially difficult situation when the business and financial operations of the institution are handled by an administrative officer who is directly responsible to the board of trustees. This dual type of administrative organization almost inevitably leads to conflicts in points of view, and frequently limits the effective operation of the institution. It seems obvious, therefore, that anyone who is considering accepting the presidency of a college or university should take into account the type of administrative organization that exists.

A unified plan of administration which makes the president responsible for fiscal policies does not, however, in itself forestall the development of acute problems in the financial administration of the institution. Numerous instances could be cited in which presidents, because of lack of experience or because of poor judgment, have left institutions in financially embarrassing conditions. These difficulties have arisen because of poor systems of accounting, lack of sound budgetary procedures, failure to use funds for the purposes for which they were originally given, or because of poor business judgment. Not only is the competence of a president determined to a large degree by his competence in the field of financial administration, but also the welfare and security of the institution itself are at stake.

It generally falls upon the president to augment as well as to conserve the financial resources of his institution. It is important, therefore, that in accepting the presidency, an individual be clearly informed concerning the financial resources of the institution as well as its potential financial needs. New presidents frequently enter their positions with the high hope that they

may devote their efforts to strengthening the educational program only to discover that they are compelled to devote most of their time to raising funds. Moreover, in organizing plans for fund-raising, presidents frequently make the mistake of assuming that when they have secured a specified sum of money for endowment or for operating expenses they will have solved the financial problems of their institution. On this assumption presidents have been known to make unwarranted promises to their constituency. I know of instances in which presidents have said that if the amount of money being sought were secured, the institution would be accredited, or the constituency would not be asked to provide any large gifts in the future. Such short-sighted promises inevitably prove embarrassing to the president and disappointing to the constituency.

It is important that a candidate for a college presidency appraise in advance his own physical stamina. It may be a short life and not even a merry one. The position is a strenuous one and will make inroads upon the physical energy of its incumbent. Some presidents live long and happily. More often, however, the strain of the position takes its toll. Presidents are generally given to working beyond the limits of their physical energy. While one cannot help admiring their generous spirit, society too soon forgets this generosity when the energy is spent and the president is compelled to retire for health reasons. It is important, therefore, that he recognize his physical limitations and plan his program to conserve his energy.

QUALIFICATIONS OF A PRESIDENT

When one examines the qualifications set down by committees that are searching for a president, he inevitably concludes that the person who meets

the requirements must be a paragon of virtues, a superman or a superwoman. From a number of such lists I have abstracted a few of the qualifications most commonly mentioned. The nature of the position, its responsibilities and hazards, obviously calls for an individual who possesses an extraordinary combination of qualifications.

He must be a leader. To qualify as an intellectual leader, the president does not necessarily have to be a professional educator. He must, however, be educated. His formal education should be such that it will command the respect of his faculty. He must have ideas about education—ideas that have found expression in his writing, in his public addresses, and in his conversation. Intellectual leadership is not necessarily synonymous with scholarly research, but it does mean the ability to recognize sound scholarship and to support it sympathetically. The point is that the president is expected to have constructive ideas on education, that he is expected to stimulate constructive thinking on the part of others, not merely to veto ideas or proposals that are submitted to him.

He must have maturity and vigor. It seems to be assumed generally that there is a positive correlation between age and physical vigor. This is indicated by the fact that committees looking for a president usually specify that he should be between thirty-five and fifty years of age, that he should be in vigorous health, and that he should be free from marked physical handicaps. The criterion of age is less important than the criterion of maturity and vigor. There are numerous instances in which individuals have become conspicuously successful as college presidents even though they were elected to the position when they were under thirty-five years of age. There are likewise instances in which

individuals who were past fifty when elected to a presidency have been markedly successful. Maturity is a social and intellectual attribute that cannot be measured by the criterion of age. It is none the less exceedingly important. The same may be said about vigor. The college presidency makes strenuous demands upon physical energy and health. There are psychophysical factors which an individual must possess if he is to measure up to these demands. The whole matter may be expressed briefly by saying he must possess good judgment and good digestion.

He must have administrative competence. Experience is the best test of administrative ability. Other things being equal, therefore, preference is usually given to an individual who has had successful administrative experience either in education or in business. The criteria of administrative competence are somewhat nebulous. It is generally recognized, however, that a good administrator must be able to develop an effective organization and must be able to delegate clearly defined responsibilities to the members of his administrative staff. We all know distinguished college presidents who have developed effective educational institutions and at the same time have kept in their own hands most of the administrative functions. Not infrequently, however, both the administrator and the institution suffer when such a policy is followed. The administrator suffers because as his institution grows his energy is depleted due to the fact that he is harassed by many details which could be handled more effectively by staff members. The institution suffers because when the president retires, often prematurely, a new administrator inherits a chaotic situation out of which he must bring some kind of order. Not only must the

president be a good organizer, but he must also be an educational statesman rather than a politician. Instances could be cited in which presidents have sacrificed principles to expediency. As a consequence faculty morale has declined and the educational program of the institution has suffered.

He must be an individual of integrity and conviction. Boards of trustees of church-related colleges are generally concerned that the presidents whom they select are "grounded in the faith." It is no doubt for this reason that in many instances ministers have been called to the college presidencies. Being a minister does not in itself either qualify or disqualify an individual for the position. He must, however, possess other highly requisite qualifications. Because of the overemphasis that has frequently been placed upon the religious qualification, many good ministers have become poor college presidents, both to their own disillusionment and to the disappointment of the boards electing them.

It is important, however, not only for the church-related college but also for the privately- and publicly-supported institution, that the president be a man of high moral integrity and that he have definite convictions on moral and social issues. Moreover, his social and political philosophy should be known before he is elected to the position of president. This does not imply that conservatism in religious and social matters is the best qualification for the position of educational leadership which the president holds. In fact, the mistake is frequently made of giving preference to a conservative candidate, thereby assuring the maintenance of *status quo* in the institution to which he is elected.

He must have courage and tact. The college president who has strong con-

victions, but who lacks the courage to stand for his convictions in the face of opposing forces generally is not very effective. Courage is not, however, synonymous with contentiousness. The president must be an educational statesman. Statesmanship requires diplomacy or what is commonly known as tact. One of the most common sources of conflict between a president and his faculty or his board is an uncompromising position—stubbornness, if you please—in matters that do not involve the compromise of a principle. The ability to see another's point of view, the ability to make concessions to that point of view, and yet to hold steadfastly and uncompromisingly to one's convictions is the *sine qua non* of courage and tact.

He must have personality and bearing. I have already indicated that the president is a public figure. To play his part effectively he must possess personality and dignified bearing. He must have the ability to speak well, to meet people graciously, and to preside with dignity on public occasions. His words fitly spoken will be "like apples of gold in pictures of silver."

His domestic life should be harmonious and equal to the public demands. It is generally assumed that the president should be married. There are, however, notable instances in which unmarried men and women

have become outstanding presidents. If the president is married, his wife may be an asset or a liability. Of course, he probably did not choose his wife at a time when he aspired to be a college president. She may from his standpoint possess most commendable qualities but not those ordinarily expected of a president's wife. It goes without saying that the ambitious and domineering wife may induce faculty and community reactions that will seriously limit her presidential husband in his work. The same may be said of the neurotic, nonsocial, or the unconventional wife. The inquiry into the qualifications of a candidate for a college presidency, therefore, is likely to include a scrutinizing glance at his wife and a judicious investigation of his domestic felicity. A tempestuous family life represents a questionable precedent for either the academic community or the social community which the president is to serve as a leader.

These are a few of the qualifications which are specified in blueprints that have been drafted by committees responsible for choosing a president. One such blueprint concludes as follows: "This formidable list of virtues leaves one with the impression that if there is such a man, he ought to be canonized instead of saddling him with the duties of a university president."

LESSONS FROM THE ARMY UNIVERSITIES IN EUROPE

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THE Secretary of your Commission on Colleges and Universities has recently returned from duty with the U. S. Army in Europe where, as a civilian employee of the War Department, he served as Dean of Biarritz American University and Academic Adviser to its Commanding General. The experience has been an unusual one for a civilian educator, and seems to offer opportunity for some observations that might be significant for the conduct of colleges and universities in the United States. Perhaps no strictly new educational discoveries can be claimed in the operation of the Army universities, for most of their noteworthy features have already been demonstrated in some institutions in the United States. But there is new evidence of the value of some educational features that might well be considered seriously by many established institutions of higher education.

A brief description of the educational program maintained in the Army universities may first be given.² Army leaders early in the war had recognized that an Allied victory in Europe would change radically the duties and responsibilities of millions of soldiers in that Theater of Operations. Those

released from combat and supporting services would need some constructive activity to occupy their time until they could be redeployed to other Theaters or returned to the U.S.A. At least two years prior to V-E Day planning was begun for an extensive educational program to be put into operation quickly after the victory was won in Europe.

The post-hostilities educational program for the European Theater comprised five major activities: (1) increased use of the correspondence courses administered through the United States Armed Forces Institute; (2) a series of "schools" in every command unit, organized at the battalion level, in which as widely diversified opportunities for instruction would be offered as could be provided through teachers chosen from the personnel of the units; (3) opportunities for training with civilian agencies in Europe, such as universities or industrial establishments; (4) a centralized technical school where soldiers, who had been skilled workmen in civilian life, might get refresher courses to bring them up to date on recent mechanical developments and to restore skills dulled through disuse; (5) university study centers where relatively complete offerings of college-level courses would be maintained. The present discussion is concerned only with this last-mentioned phase of the total educational program.

THE UNIVERSITY CENTERS

Two university study centers were established in the European Theater,

¹ Mr. Russell is Secretary of the Commission on Colleges and Universities. During the summer and autumn of 1945 he was on leave of absence from his regular position as Professor of Education at the University of Chicago, to serve in the Army educational program in the European Theater of Operations.

² Other descriptions of the program by the writer have appeared in *School and Society*, LII (15 December, 1945), 377-79; in *Higher Education*, II (15 January, 1946), 1-3; and in *Educational Record*, XXVII (January, 1946).

one at Shrivenham in England, about twenty miles from Oxford, and the other at Biarritz in southwestern France. Because of the writer's connection with the installation at Biarritz, this discussion will pertain more to that institution than to the one at Shrivenham. The general organization of the two centers was similar, and the services rendered were sufficiently alike that the description of one applies in general to the other as well.

Each university center was set up to care for four thousand students. In order to distribute the opportunities for attendance as widely as possible, the terms were limited to eight weeks. The table of organization provided for a faculty of approximately 260 instructors and thirty to forty assistant instructors. The necessary services for operations were provided through the usual Army organization. Each university was under the authority of a Commanding General, with Army officers in charge of messing, billeting, plant operation, personnel, special services (recreation), public relations, etc. Military direction was also provided for the academic program, but a civilian educator was placed high in the administrative organization, where he could have direct influence on all academic policies and operations.

The instructional staff was obtained from three sources. Slightly more than half were civilians who were recruited from the colleges and universities of the United States especially for this duty. About one-third were obtained from the armed forces in the European Theater, selected after a careful search for those who had a record of successful college teaching and extensive graduate preparation. The remainder were men from the military forces in the United States, selected in the same manner as those from the European Theater, and sent overseas for special duty with the

university centers. The civilian members of the faculty retained their civilian status; they wore officers uniforms without insignia of rank, and were entitled to the usual privileges of officers, with assimilated ranks corresponding to their salary grades. The military and civilian members of the faculty worked together as a unit, with no distinctions in duties based on military status.

Each of the two centers was set up in a location where there had never before been a university. At Shrivenham in England there was an army installation where certain training activities for military personnel had previously been carried on, so the space could be adapted to a university program with relatively little difficulty. At Biarritz in France there were only the hotels, villas, and casinos of the rather exclusive seaside resort that had been patronized in prewar years chiefly by the nobility and wealthy people of Europe. These facilities at Biarritz were available because the usual crowds of summer vacationers were not on hand during the season of 1945. To adapt the available space to the needs of a university was an enterprise of large proportions, one that taxed the ingenuity of both Army officers and civilian professors.

Although the plans for the educational program had been under consideration for a long time, little could be done to put them into effect until victory was achieved. The arrival of V-E Day precipitated an immediate and urgent need for the educational program, and the arrangements had to be instituted at the earliest possible moment. Faculties had to be recruited and transported to Europe, the courses to be offered had to be set up and described, the space for the physical plant had to be prepared, instructional materials had to be assembled, and

all the arrangements for housing, messing, and caring for the manifold needs of a group of four thousand students and a station complement of about two thousand men at each university center had to be completed, before the program of education could be put into operation. The writer is convinced that no organization except the United States Army could have accomplished this task within the time limits that were set. The center at Shrivenham opened August 1, 1945, and the one at Biarritz began its first classes on August 20.

The coming of V-J Day, just as the first terms of the university centers were getting under way, was a new complication. The objectives of the universities, originally organized chiefly for Army personnel awaiting redeployment from the European Theater, began to change toward service to those in the Army of Occupation. The rapid return of soldiers from Europe to the U.S.A. reduced the number of students available. Army authorities at one time late in the autumn of 1945 announced that both university centers would be closed at the end of their second terms in December. Later this decision was modified so that only Shrivenham was closed, while Biarritz was continued with capacity reduced to two thousand students. At the present writing the plan is to set up a new university center somewhere within the American zone of occupation. As soon as that center is ready, probably in the spring of 1946, the organization at Biarritz will be transferred there for continued service to American soldiers in Europe.

THE SUCCESS OF THE PROGRAM

The programs in the Army university centers in Europe were successful beyond anything that could have been anticipated. Careful evaluations

were made, by means of student questionnaires and inventories of faculty judgments. The results from these investigations reflected a high degree of satisfaction. The poll of student opinion at Biarritz showed a total favorable attitude of about 95 percent; doubtless few civilian institutions could match that extent of favorable responses. The faculty members were unanimous in saying that never before in their experience had they had such stimulating students, or classes which accomplished as much in the same length of time. Visitors, both American and foreign, came in considerable numbers, and invariably went away with the highest praise for what they had seen. Most of the French visitors who came to Biarritz were overwhelmed by what they considered an incredible accomplishment—the creation of a university with so many students, such a wide scope of subjects offered, and such a high quality of program, all within such a short space of time, and in Biarritz of all places. To them a university is a product of centuries rather than of a few weeks of effort.

The success of the university centers was achieved in spite of certain handicaps. Instruction was begun before the textbooks and other instructional facilities were available for all classes. Even by the end of the second term some of the instructional material that had been requisitioned had not yet arrived. Biarritz offered potent counterattractions, especially the magnificent beach and its eye-filling habituees and also the charming Basque countryside. The students did not neglect their opportunities for extracurriculum activities, but the great majority seemed to realize that they were at the university center for the serious business of study. They took their books with them to the beach, and in general they

applied themselves to their academic work with an enthusiasm that faculty members had seldom observed in civilian institutions.

An educational program which meets with such outstanding success is worthy of analysis with a view to determining what elements might deserve consideration by colleges and universities in the United States. It is the purpose of the writer in this article to point to a few of these significant factors.

QUALITY OF FACULTY

A large share of the success of the Army university centers is attributable to the high quality of the faculty members. There is nothing new or surprising in the conclusion that excellent teachers provide the basis for a successful instructional program, but the demonstration of this relationship at Biarritz and Shrivenham was especially convincing. The civilian members of the faculty were recruited particularly with a view to getting those with reputations as outstanding teachers. Independent evidence that this was achieved may be found in the communication from Dean Julian Park, of the University of Buffalo, in *School and Society*, LII (August 4, 1945), page 78. The selection of military men for instructional service was in most cases made equally as carefully as the selection of civilians.

Teachers of the quality employed in the university centers were not seriously handicapped by shortages of texts or by temporary inadequacies in the plant and equipment. For example, at Biarritz the instructor in intermediate Spanish found himself at the outset without a single book in Spanish suitable for class reading. The few personal books he had brought along were in his baggage, which had been lost in transit—not an uncommon experience in the Army. To meet the

situation this instructor proceeded to write a book of his own in Spanish, something he had been planning to do sometime anyhow. The mimeograph kept a few pages ahead of the daily assignments, and the students had excellent practice in reading fresh, serially issued materials suited to their level of advancement.

Both the civilian and the military instructors approached their work with great enthusiasm. For the civilians it was an opportunity to become acquainted with the G.I., to observe what effect the Army experience had had on his academic attitudes and abilities, and to develop ideas that might be of value on the return to their regular positions in institutions where discharged veterans will provide a large share of the clientele for the next few years. The instructors who were drawn from the Army were appreciative of the opportunity to get back into academic life. Many of them were grateful for the chance to utilize their talents more effectively than their previous Army experience had permitted. Others were glad to brush up again on their academic fields while still in the Army, so that the transition back to their civilian positions in colleges and universities would be facilitated.

Certain implications for civilian institutions seem clear. Here was a new demonstration of how it pays to select for teaching positions those whose ability as teachers is well proved. Although the supply of outstanding teachers is short, the experience in the Army universities showed that there are many such teachers and they can be located and obtained by appropriate inducements. Most of the information that is readily available about a prospective appointee to a faculty position unfortunately does not relate to his ability as a teacher; evidence on

this point must usually be sought from sources other than the professors in his graduate courses and must relate to facts other than his degrees, his record as a student, and his publications.

A second implication is that the stimulation of a novel teaching situation may arouse latent abilities and enable an instructor to do a much better piece of work than is normal for him. The writer is convinced that an occasional change of environment, possibly effected by exchange arrangements, would be stimulating to the great majority of American college and university professors.

SELECTION OF STUDENTS

The students at the Army university centers were selected in accordance with a quota system. First there was determined the total number of students that could be accommodated in each of the eight major fields of study offered: agriculture, commerce, education, engineering, fine arts, journalism, liberal arts, and science. The quota for each field was determined in accordance with the facilities available; these facilities, in turn, had originally been set up in accordance with a poll of soldier opinion regarding subjects that were desired. After the quota by fields was determined, each of the major command units in the European Theater was assigned a quota of students for each field, proportionate to the strength of the unit. Separate quotas were set up for nurses and WACs, so that female personnel would be represented in the student body in proportion to their numbers in the Theater. Not more than 10 percent of the quota could be commissioned officers. Within each command unit the quotas were still further broken down, so that each organization, down to the battalion level, might have opportunity to recommend qualified students.

The recommendation of a soldier to be sent as a student was first made by the information-and-education officer of his unit, and was then subject to the approval of the commanding officer of the unit. The number applying for assignment to the universities was typically five to ten times the number permitted by the quota. Thus attendance became a coveted privilege and officers were able to exercise considerable discrimination in selecting those to be assigned as students. The only limiting requirement was that anyone assigned to the universities as a student should be a high-school graduate or equivalent; considerable latitude was allowed in determining the "equivalent."

The students who came to the Army universities proved to be exceptionally well selected, even though the task of selection was decentralized and not guided by a highly specific directive. In the very few cases in which an obviously unqualified man was sent as a student, he was promptly returned to his parent organization, with a letter of explanation through channels. The commanding officers in the various units apparently felt that their own standing was affected by the quality of students they sent to the universities, and in practically every case excellent judgment was used. Evidence of the high quality of the student body is afforded by the fact that at Biarritz the average score of students on the Army General Classification Test was 122. (A score of 110 was the minimum for admission to officer candidate school.)

The method of selecting students seemed to have a psychological effect on those who attended, causing them to put forth efforts appropriate to the level of their ability. They clearly understood that attendance was a privilege. Most of them fully realized that they were getting "the best break"

they had ever had in the Army. They were given clearly to understand that failure to take proper advantage of the educational opportunity would result in prompt dismissal and return to their parent organization; this penalty seldom needed to be invoked.

Many civilian institutions in the United States are able to select their students carefully with reference to ability for college work. A good many others, especially those under public control, are in the position of having to accept all who wish to come, subject only to the requirement that they be high school graduates. The writer would not wish to argue that the way to improve higher education in the United States is to make it a more exclusive privilege than it now is. Something might well be done, however, to convince college students that attendance is a privilege, to be earned and held only by the demonstration of ability for college-level study and interest in it. To attain such an end it should not be necessary to reduce the number of young people going to college.

What is needed is a better "orientation," to use the Army term, for young people who are considering college attendance. Intensive recruiting activities by so many colleges and universities in recent years have given the average high-school graduate the impression that he is conferring a great favor on the institution when he matriculates. It should not be difficult to correct this erroneous idea as to where the favor lies. A proper appreciation for the privilege of college attendance might conceivably result in better accomplishment by students.

MOTIVATION OF STUDENTS

The selection of students should be closely associated with their motivation in attending college. Unfortunately

the literature of higher education provides very little information about the social and personal drives that lead young people to decide to attend college. Desires of parents and pressures from the "peer culture," defined as the group of adolescent youth with which the young person is in closest contact, are quite probably more frequent determiners of college attendance than any sustained ambition originating in the young person himself. All sorts of extraneous motives induce the boy or girl to go to college—desire for social prestige, to join a fraternity, to participate in athletics or other non-academic activities, to please one's parents or relatives, or to spend a few years pleasantly while avoiding the responsibilities of adult living, would perhaps all rate higher in frequency than a sincere desire for academic attainment. Anyone who has had experience in counselling college students will recognize that these extraneous motivations are often associated with a failure to attain academic achievement in accordance with ability.

The students attending the Army university centers were impelled by a somewhat different set of motives than those prevalent among undergraduates in American colleges. None of the G.I.s at Biarritz or Shrivenham was there because papa or mamma thought it was the thing to do. They did not come to join a fraternity or because they might make the headlines as outstanding athletes. The universal testimony of faculty members was that an amazingly large percentage of these soldier-students had come for the really serious business of study, and they did not propose to let anything interfere with the attainment of that objective. The predominance of such a motivation was successful in setting the whole tone for the Army university "campus." In such an atmosphere it is read-

ily understandable that the general level of academic accomplishment might be high, as compared with the usual experience in civilian institutions.

Colleges and universities, even if they inquired concerning the motivation of applicants for admission, would at present find it difficult to get an accurate and objective estimate. Perhaps some psychologist might be ingenious enough to invent a scale for measuring motivation. Such a scale might well have as much significance in admitting students to college as the familiar intelligence tests now so widely used. Motivation is perhaps subject to more rapid and radical change than intelligence, but the essential problems in evaluating the two are similar. If the experience at Biarritz and Shrivenham is any criterion, faculty members will have an exciting job of teaching when institutions begin to admit only those students who really want to come to college for what the instructional program has to offer them.

RELIEF FROM ECONOMIC PRESSURE

Higher education in the United States heretofore has been available chiefly to young people with better-than-average economic resources. Not until the Army and Navy introduced their ASTP and related programs was there much opportunity in the United States for completely free higher education. The Army university centers in Europe were unique in offering opportunity for completely free higher education not related to some form of military training. At both Shrivenham and Biarritz everything the student needed for his academic program was furnished free. The Army provided housing, food, clothing, health service, books and academic supplies, as well as the instruction and the instructional

materials. There were no tuition fees, no laboratory fees, no fees for library, health service, or anything else for which the typical civilian student is accustomed to pay. None of these soldier-students had to work part time in order to make a little money toward meeting his expenses. None had to forego taking a course in music or in art or in laboratory science because he lacked money to pay a special fee for that privilege. None had to go without textbooks because he could not afford to buy them. None suffered from inadequate diet or unsatisfactory living quarters because of lack of means to pay for better.

How much this relief from economic pressure had to do with the success of the Army university centers is difficult to determine. The writer is of the opinion that the factor is a significant one, and that a few bold colleges and universities in the United States might be encouraged to experiment with a program of completely free higher education. At least the experience at Biarritz and Shrivenham thoroughly refutes the contention, sometimes made, that students will not appreciate or profit from an education unless they pay for it.

ABSENCE OF REQUIRED COURSES AND DEGREES

The subject-matter courses in the Army university centers were developed from analyses of what the soldiers would like to study and what the available resources would warrant offering. There was really no curriculum as such, but only a series of courses grouped into departments and divisions or sections. No degrees were offered, so there was no problem of setting up required courses. Each student was permitted to study any subject he cared to take, after having had a conference with his counsellor, provided he had the prerequisites that seemed necessary for success in the course. The function of

the counsellor was to see that the student faced the facts in making his decision, but the decision was made by the student, not by the counsellor. Instructors could organize their courses in any way they saw fit, in order to meet the needs of their students, without reference to the bearing of the "credits" on degree requirements or circumstances other than the merit of the instruction itself.

To work in such an atmosphere was exhilarating for both faculty members and students. Large numbers of students followed interests in fields that had been almost forbidden to them previously. A student looking toward medicine as a career found a great satisfaction in a course in music; a pre-law student could take a course in art; a commerce student might take a course in philosophy; such experiences were common and very stimulating to the students. Instructors in foreign languages, long accustomed in civilian institutions to teach droves of students who were in their courses only because some foreign language was required for graduation, were thrilled at the reactions of students who entered foreign-language classes because they really wanted to learn the language. Even English composition became creative writing, when students took it because they wanted to improve their ability to express themselves.

Perhaps most faculty members in civilian institutions, thoroughly accustomed to fixed curriculums, regulations for degrees, and required courses, do not realize what tyranny these conventions can impose on the learning process for students and on the teaching procedures of professors. Current trends admittedly are all in the direction of greater prescription in collegiate education, particularly in the area of general education. Perhaps that may be necessary for the relatively im-

mature youth who matriculate as freshmen. But certainly the experience in the Army university centers indicates that men and women, matured a little through military experience, are able after being counselled to choose wisely their subjects of study and, having so chosen, to profit more by their study than is normally the case in civilian institutions.

The writer confesses that these observations are disturbing. So great a value has been attached to academic degrees in modern society that for large numbers of college students the degree itself becomes the goal rather than the education it is supposed to represent, with obvious damage to the educational process. If the degree must be "protected," as is commonly assumed in academic circles, perhaps some other symbol of accomplishment should be invented to signify intellectual attainment that has been sought by the student for its intrinsic value and interest to him, rather than because it is a required part of a degree curriculum. A program of this sort might be set up more readily in adult education than in the formally organized institutions of higher education. But any institution with an eye on possible future lines of service could afford to experiment with a program of education in which mature students would be encouraged to study the subjects that seem valuable to them, without regard to degree requirements.

CHOICE OF SUBJECTS

The circumstances in the Army university centers which allowed students to choose their own subjects without the usual pressure from parents or faculty led to some interesting discoveries. The demand for instruction in art, in music, and in dramatics, especially for participative activities in those subjects, far exceeded the facili-

ties that could be made available. Almost half the students at Biarritz were taking a course in one of these three fields, and the number would have been much larger if more courses, teachers, and instructional materials could have been provided. Nothing in the experience at Biarritz was more surprising than the interest in art, music, and dramatics shown by these soldier-students, fresh from combat service, from living in fox-holes and ruined villages.

Somewhat more understandable was the heavy demand for instruction in foreign languages. The emphasis at the elementary level was on the spoken language, and an eight-week term was sufficient to enable a beginner to use the language in conversation. Motivation was naturally high, and the progress made by the students was remarkably rapid.

Philosophy was another subject for which the demand was heavier than anticipated. These young people have been doing some thinking of their own while in the Army, and are eager to get answers to questions they have been formulating. Sociology and political science were popular. Forums on subjects of current interest attracted large audiences and evoked spirited discussion.

Although the demand for liberal-arts subjects proved surprisingly strong, there was also a heavy demand for courses with vocational bearing. The Commerce Section was second only to the Liberal Arts Section in total enrolment. Especially popular were courses in typewriting, shorthand, accounting, business law, business management, and salesmanship. The Agriculture Section attracted a large enrolment, particularly in courses in poultry husbandry and horticulture. A large number of students were interested in engineering, but most of them were encouraged to take basic courses in

science and mathematics rather than the more advanced courses in engineering proper.

A general view of the distribution of enrolments among subjects in the Army university centers indicates that the liberal arts are not going to have difficulty in attracting plenty of students during the next few years. Courses with vocational purposes will continue also to attract large numbers of students. Preparation probably needs to be made to care for a larger number of students than have ever before been enrolled in the fine arts.

THE TOTAL DEMAND FOR EDUCATIONAL SERVICE

Out of the entire experience with the Army education program there arises the clear conviction that the demand for educational service by the young people of the United States is tremendous. Time after time the Education Branch of the Information and Education Division found that its most optimistic plans for extending educational service were falling far short of meeting the demands of those in the armed forces. Before the Army university centers opened some criticism was heard, to the effect that they had been planned on too big a scale. Fear was expressed that it would not be possible every two months to find eight thousand soldiers in the European Theater who were qualified for and interested in university study. The actual experience was quite contrary to these forebodings. In almost every command unit from five to ten qualified soldiers applied for each place in the quota. The limiting factors on university education for soldiers in the European Theater proved to be only the capacity of the institutions and the possibility of sparing men from duty in their parent organizations for a two-month period.

That the great interest manifested in

higher education among those in the armed forces is a fundamental movement which will quickly affect all colleges and universities - cannot be doubted. Economic factors will continue to exercise an important control over the total enrolments in higher education in the United States in the immediate future, but as soon as reasonably favorable conditions prevail, it

seems clear that the colleges and universities of this country will have all the students they want, and probably more than they can accommodate. The limiting factors are likely to be the availability of institutional resources in plant and staff, and the willingness of institutions to maintain instructional programs that will interest and appeal to the young people of this generation.

REPORT OF THE COMMITTEE ON POSTWAR EDUCATION

WILFRED M. MALLON, S.J., Chairman¹

Jesuit Educational Association

IN the summer of 1943 the Executive Committee of the Commission on Colleges and Universities appointed a committee to make a study of postwar problems and plans of the Association's member institutions. Its personnel was as follows: President A. H. Upham, Miami University, Chairman, President Kenneth I. Brown, Denison University, Dr. R. W. Gerard, University of Chicago, Reverend Wilfred M. Mallon, S.J., Jesuit Educational Association, and Dr. H. T. Morse, University of Minnesota.

The very nature of the committee's assignment called for a period of exploration, not only of the problems facing the colleges, but also of the activities of other agencies serving higher education by seeking to reveal the problems and the trends toward solution of them. During this period the committee associated itself with the United States Office of Education in sponsoring state conferences to discuss the postwar problems of higher education. Finally, in the summer of 1944, the committee felt that such conferences and the available literature had uncovered most of the pressing issues, and also that the activities of other agencies had been sufficiently surveyed to avoid duplication of effort.

It was decided that the most useful service to the member institutions would be a factual report on the collective state of mind of administrators of individual colleges and universities as to the seriousness of these problems and as to specific plans for solving them. Under the guidance of the late chairman of the committee, a questionnaire

was constructed and sent to all higher institutions accredited by the Association in the fall of 1944. Returns came in mainly between December 1, 1944, and March 31, 1945. The untimely death of President Upham, chairman of the committee, in February, 1945, caused unexpected delay in preparation of the report. Father Mallon, who then was asked to assume the chairmanship, completed the analysis of the returns and the committee as a whole prepared this report.

The list of accredited higher institutions appearing in the July, 1944, issue of the NORTH CENTRAL ASSOCIATION QUARTERLY numbered 309. The numbers of questionnaires returned, according to types of institutions, were as follows:

| <i>Type of Institution</i> | <i>No. of Mem- bers</i> | <i>No. of Re- turns</i> | <i>Per- centage Re- turned</i> |
|---|-------------------------------------|-------------------------------------|--|
| Private colleges, uni- versities | 170 | 122 | 72 |
| Tax-supported colleges, universities | 47 | 35 | 74 |
| Teachers colleges | 42 | 27 | 64 |
| Junior colleges | 48 | 16 | 33 |
| Art and Music colleges | 2 | 1 | 50 |
| Totals | 309 | 201 | 65 |

Institutions making returns, therefore, represent a very fair sample of the total membership and of each of the different types of institutions accredited by the Association. Obviously, four-year institutions of collegiate or university character are faced with the greater number of post-war problems. Returns from these groups range from 64 percent for the Teachers Colleges to 74 percent for the tax-supported municipal and state colleges and universities. Institutions reporting from

¹ Rev. Fr. Mallon assumed the chairmanship of the committee after the death of President Upham, of Miami University.

each of the groups represent all sizes, types, and methods of control. There is thus reason to believe that the responses analyzed represent a fair sample of the membership. Further, the replies, in the majority of cases, were prepared by responsible administrative officers.

In the interests of brevity and clearness the data will be presented largely in the form of tabulations of responses to questions or of reactions to statements made in the questionnaire. Percentages will be given only to the closest unit, decimal figures being without significance.

I. POSTWAR PLANNING

1. *Has your institution established a committee to study and recommend concerning problems following the war?* The question was answered in 199 of the 201 returns, and 87 percent of these responses were affirmative. A total of 173 institutions answered "yes" to this question; twelve stated either that they were considering such a committee or had one planned but not active; and only fourteen neither had nor planned a committee of this kind. An active awareness of and concern for postwar problems is thus shown to be nearly unanimous among the Association's membership. Even nine of the fourteen institutions not having or planning such a committee explicitly state that equivalent service is being performed by other groups or by administrative officers. These answers, therefore, point to a far more widespread formal study and planning than has ever before existed in institutions of higher education.

2. *The nature of committees.* Assuming that the titles of such committees would indicate the nature of their functions, these were asked for. All of the 173 institutions having committees replied. In 151 of these instances it is

clear that there is a single committee or at least a central coordinating committee with a variety of sub-committees. More than half use the all-embracing title of "Postwar Planning Committee." Many smaller institutions appear simply to have given new functions to existing committees. In some instances the functions are sharply limited; as indicated by such titles as: Curriculum Committee, Veteran Affairs Committee, etc. Nevertheless, the titles reported indicate very broad college planning in at least 152 of the 173 colleges and universities reporting.

3. *Committee personnel.* All but fourteen of the institutions having planning committees described the membership. In 65 percent of the cases faculty members not in any administrative positions appear among committee members. In the remaining sixty-seven institutions, 35 percent of those replying, there is no committee member below the rank of department head. Alumni and student opinions are rarely represented on these committees. In only eight institutions are students on postwar planning committees, and in four of these the representative is the president of the student council. Most institutions making use of alumni opinion at all consult only alumni who are on the staff of the institution. Only eight institutions report alumni other than faculty members on their committees. From the replies made, it would appear that no more than 20 percent of the colleges and universities of this group are formally using either alumni or student opinion in their postwar planning.

4. *Major areas of postwar planning.* Each institution was asked to check a list of eight common areas of planning to indicate those with which it was concerned. A total of 187 institutions, 93 percent of the 201 making returns, indicated areas of planning in some form.

The responses are reported in Table I.

The most pressing problems, obviously, concern guidance facilities, the liberal arts program, and evaluation of

TABLE I

MAJOR AREAS OF POSTWAR PLANNING IN 187 INSTITUTIONS

| <i>Major Areas of Planning</i> | <i>Number</i> |
|--------------------------------|---------------|
| Guidance facilities | 166 |
| Liberal arts program | 153 |
| Evaluation of veteran credit | 141 |
| Teaching methods | 114 |
| New vocational programs | 92 |
| Adult education | 91 |
| Changed degree requirements | 78 |
| Specialized short programs | 77 |

veteran credit, reported by 88 percent, 82 percent, and 74 percent respectively of the 187 institutions. Many administrators supplemented the list appearing in Table I by adding other issues that were pressing in their institutions. Those appearing most frequently were as follows: the building program, educational programs for veterans, changing entrance requirements, community services, and public relations.

5. *Cooperative postwar planning.* In response to the question as to whether or not the institution was planning jointly with other institutions within church or area groups of any kind, 161 of the 173 institutions having planning committees answered the question. Approximately 60 percent of them, ninety-eight institutions, stated explicitly that they were so planning on conjunction with other institutions, and the remaining sixty-three stated that they were not planning jointly with any other institutions or groups. Table II reports the groups with which ninety-three of the ninety-eight cooperating institutions say they are planning jointly.

The effectiveness of the state conferences sponsored jointly by the United States Office of Education and the North Central Association Post-War Committee may be judged by the

comparatively large number of institutions reporting planning in conjunction with state groups. Still, only 26 percent of all institutions having planning committees reported such statewide cooperation. Institutions in only eleven of the twenty states of the territory report such cooperation, and in only three states do as many as 50 percent of the reporting colleges say that they are planning in conjunction with their state groups.

TABLE II

GROUPS IN WHICH INSTITUTIONS ARE PLANNING COOPERATIVELY

| <i>Groups or Organizations</i> | <i>Number of Institutions</i> |
|--|-------------------------------|
| State college associations or conferences | 43 |
| Church boards or college organizations | 38 |
| Local community agencies | 13 |
| State tax-supported groups | 12 |
| Veterans Administration | 8 |
| State Departments of Education | 6 |
| North Central Association | 6 |
| State Adult and Vocational Education Boards | 4 |
| Local school systems | 3 |
| American Legion | 3 |
| Rural Life agencies | 2 |
| Society for Promotion of Engineering Education | 1 |
| | <u>98</u> |

Similarly, only small percentages of private institutions report cooperation with church boards or denominational educational associations with which they are obviously associated. Tax-supported institutions in three states report special state groups of tax-supported institutions for postwar planning, but in no one of these states do as many as half of the reporting tax-supported institutions indicate such joint planning. It would appear that, although there has been a desirable increase of discussion and exchange of opinion and experience, there has actually been very little joint, cooperative planning.

II. INSTITUTIONAL OBJECTIVES

1. *Are you satisfied with your liberal arts objectives?* This question was answered by 184 of the 201 reporting institutions. Of the seventeen institutions which did not reply, only four include liberal arts colleges in their organizations. The responses are reported in Table III.

TABLE III

SATISFACTION WITH LIBERAL ARTS COLLEGES

| Response | Percent of 184 |
|---------------|----------------|
| Satisfied | 35 |
| Not satisfied | 40 |
| Uncertain | 25 |

The fact that 65 percent of the institutions committed to a liberal education are either uncertain about or dissatisfied with their liberal education objectives points to a healthy alertness

we are always questioning them"; and many who answered "no" likewise qualified their answers by simply stating "never have been," "not entirely," "always trying to improve," etc. A new category of "partially satisfied and subject to continual study" would very likely claim half of the positive and negative answers. A justified conclusion may well be that the apparent dissatisfaction with liberal arts objectives is in large part a wholesome questioning attitude in a continual effort to improve the liberal arts college.

2. *Has your opinion changed in the last two years?* Only 166 of the 184 institutions which expressed themselves with reference to satisfaction with liberal arts objectives also answered this question. For purposes of analysis,

TABLE IV

SATISFACTION WITH LIBERAL ARTS OBJECTIVES BY TYPES OF INSTITUTIONS

| Types of Institutions | Number of Answers | Percent Satisfied | Percent Dissatisfied | Percent Uncertain |
|--------------------------------------|-------------------|-------------------|----------------------|-------------------|
| Tax-supported colleges, universities | 35 | 31 | 51 | 18 |
| Private colleges and universities | 85 | 39 | 40 | 21 |
| Catholic colleges and universities | 29 | 63 | 11 | 26 |
| Teachers colleges | 21 | 5 | 57 | 38 |
| Junior colleges | 14 | 21 | 36 | 43 |
| TOTAL | 184 | 35 | 40 | 25 |

on a critical problem. In the process of tabulation a notable difference in response with type of institution soon appeared. In Table IV the responses of the 184 institutions are broken down according to types of institutions.

Obviously, however, few administrators find it easy to state a definite "yes" or "no" to express their satisfaction with liberal arts objectives. Many who answered "yes" qualify their answers with such expressions as "with qualifications," "in the main," "in essentials," "partially," "fairly so," "but

the 9 percent which did not answer are classified as uncertain. The degree of change of opinion appears to be less than general observations, the literature, and statements of educators would lead one to expect. War experiences and an atmosphere of questioning all educational objectives in the war years have not effected any change of opinion in the case of just half of the 184 institutions, while approximately 41 percent say that their opinions have changed during these years.

The direction of change is perhaps

more important. Table V combines the data of Table III and the responses to this question, showing the changes of opinion in comparison with present opinions of satisfaction, dissatisfaction, or uncertainty concerning liberal arts objectives.

Only 25 percent of those who state that they are satisfied now also say that their opinion has changed in the past two years, and many of these say that their change has been in minor de-

percent of them were dissatisfied with the objectives two years ago and are still dissatisfied with them.

3. *If not satisfied, are you formally reconsidering liberal arts objectives?* As shown in Table III, 65 percent of the 184 institutions were dissatisfied with liberal arts objectives or uncertain about them. Table VI reports whether or not these two groups of institutions are now formally reconsidering their objectives. The eleven institutions now

TABLE V
RELATION OF CHANGE OF OPINION TO PRESENT OPINION ON OBJECTIVES

| Percent Whose Opinion in Past Two Years Has | Percent of All Replying (184) | Percent of Those Now Satisfied (64) | Percent of Those Now Dissatisfied (75) | Percent of Those Now Uncertain (45) |
|---|--|--|---|--|
| Changed | 41 | 25 | 53 | 45 |
| Not changed | 50 | 66 | 38 | 45 |
| Uncertain | 9 | 9 | 9 | 10 |

tails or in more clarification. Obviously, therefore, there has been no widespread change of opinion in the direction of satisfaction with liberal arts objectives. On the other hand, 53 percent of those who say they are now dissatisfied with the objectives also say that their opinions have changed in the past two years. This would seem to indicate that the general shift of opinion in the past two years has been in the direction of dissatisfaction with previously accepted liberal arts objectives. It may likewise be concluded that those who now state that they are satisfied are more or less stable in their opinions and not subject to much change, since most of this group whose opinions have changed indicate that the changes were not substantial and 66 percent underwent no change of opinion at all. Those who are now dissatisfied with the objectives, however, appear to be as a group far more subject to change of opinion, in spite of the fact that 38

dissatisfied or uncertain and now answering this question may well be classified as not now formally reconsidering.

TABLE VI
RELATION OF FORMAL RECONSIDERATION TO PRESENT SATISFACTION WITH LIBERAL ARTS OBJECTIVES

| Percent Who Are Now | Percent of All Now Satisfied (120) | Percent of Those Dis- satisfied (75) | Percent of Those Un- certain (45) |
|------------------------|--|--|---|
| Reconsidering | 80 | 87 | 66 |
| Not reconsidering | 11 | 8 | 18 |
| Not answering | 9 | 5 | 16 |

Therefore 87 percent of those who are dissatisfied, and 66 per cent of those who are uncertain about their objectives, are now formally reconsidering. This group totals ninety-five institutions, or 47 percent of the 201 returning the questionnaire. The problem of clarification and definition of liberal

arts objectives is, therefore, clearly a major one among the member institutions of the Association.

4. *Criticisms of liberal arts objectives.* Each institution was asked to indicate by check on a list of common criticisms of liberal arts objectives whether or not it agreed with the criticism. A total of 136 institutions, 67 percent of the 201 returning the questionnaire, actually did check one or more of the criticisms in the list. Table VII reports the data.

TABLE VII

INSTITUTIONS CONCURRING IN SPECIFIC CRITICISMS OF LIBERAL ARTS OBJECTIVES

| <i>Specific Criticism</i> | <i>Percent of 136</i> |
|-----------------------------------|-----------------------|
| Generally too vague | 56 |
| Too unrelated to current affairs | 49 |
| Deficient in social consciousness | 45 |
| Too confused with vocational | 21 |
| Too linguistic or literary | 11 |

The comparatively small percentages of dissatisfied and uncertain institutions agreeing on any of these common criticisms as significant in their thinking leads to the obvious conclusion that real criticisms have not yet been isolated. In the minds of many administrators being "too unrelated to current affairs" and too "deficient in social consciousness" are closely related. If that is true, then the percentages of 49 and 45 combined are significant, and the primary criticism would seem to be lack of pertinence to life and its problems at the moment. Critics of the liberal arts college will find that the colleges of the Association do not concur in the feeling that the program or its objectives are too linguistic or literary.

Approximately 40 percent of the 136 institutions added other comment supposedly critical of liberal arts objectives. Actually most expressed criticisms of the means, not of the objectives. Practically all of the critical comments fit into these categories:

(1) Objectives are not too bad, but the means of achieving them are too vague, uncertain, ineffective.

(2) Whole program is too departmentalized, lacking in unity, in integration.

(3) Too much emphasis on machinery and credit, too little of personal development and performance.

(4) Not enough flexibility and attention to the individual.

(5) Too much emphasis on knowledge alone.

III. COLLEGE ADMISSION POLICIES

1. *Does your institution expect to continue in some manner accepting students who have not completed high school programs?* Only seven institutions of the 201 making returns failed to answer this question. Table VIII reports the percentages of the 194 institutions making each response.

TABLE VIII

FUTURE ADMISSION OF NONGRADUATES OF HIGH SCHOOL

| <i>Acceptance of Nongraduates</i> | <i>Percent of 194</i> |
|---|-----------------------|
| Will continue | 37 |
| Will probably continue | 32 |
| Will probably not continue | 10 |
| Will not continue | 15 |
| Will continue or probably so for veterans | 6 |

The return to formerly uniform college practice of requiring completion of high school prior to college admission appears quite improbable, with 37 percent of the colleges and universities stating definitely that they will continue to admit without high school completion, and another 32 percent indicating that they probably will continue the war-time policy of admission. Since the strength and influence of institutions admitting or not admitting without high school completion will determine the postwar trend, a retabulation was made of those institutions which say they will not or probably will

not so admit. The data are reported in Table IX.

The influence appears clearly to be in the direction of continued admission without high school completion. The vast majority of large and influential institutions state that as their definite or probable policy. Not more than five or six influential institutions report the opposing policy. All but three of the twenty-seven private institutions not inclined to admit nongraduates are among the smallest institutions and many of them are women's colleges. It is noteworthy, too, that in every state

denominational colleges. Three of the universities refer to state law prohibiting such a standard as their reason. Apparently, therefore, only in the rarest instances will an institution admit students automatically upon completion of less than a full high school program.

3. *Do you think a qualitative standard should be set?* Only 152 institutions answered this question. Approximately 91 percent answer "yes," and another 4 percent answer "probably yes." Opinion, therefore, very strongly favors a qualitative standard in addition to

TABLE IX
TYPES OF INSTITUTIONS EXPECTING TO REFUSE ADMISSION OF NONGRADUATES
OF HIGH SCHOOL

| Types of Institutions | Total Number | Will Not Admit | Probably Will Not Admit | Percent Not Admitting |
|--------------------------------------|-----------------|-------------------|-------------------------------|-----------------------------|
| Junior Colleges | 16 | 4 | 5 | 56 |
| Teachers Colleges | 27 | 4 | 5 | 33 |
| Private Colleges, Universities | 122 | 18 | 9 | 22 |
| Tax-supported Colleges, Universities | 35 | 3 | 1 | 11 |
| TOTAL | 200 | 29 | 20 | 25 |

in which one or more teachers colleges indicate adherence to completion of high school, the majority of teachers colleges in the state report the opposite policy.

2. *If you will accept students who have not completed high school, will you set some qualitative standard for the high school work completed?* A total of 134 institutions answered "yes" or "probably yes" to the previous question, and 132 of these answered this question. Approximately 80 percent of them answer the question with an unequivocal "yes," and another 14 percent say "probably yes." Of the seven institutions which say they will not or may not set such a qualitative standard, four are state universities, two are teachers colleges, and one is a small

amount of credit for admission of non-graduates of high school. The seven institutions which say there should not be such a standard are three teachers colleges, two small denominational colleges, one tax-supported state college, and one small state university. The latter two again refer to prohibiting state laws.

4. *Rank in high school class as a qualitative admission standard.* Each institution was asked to indicate what rank in the student's high school class should be set as a qualitative standard for nongraduates of high school. The thirty-three institutions which did not answer any of the questions of this section are eliminated from the tabulation. It is probable, however, that the forty colleges and universities which did

answer all other questions of this section meant to indicate their opinion as not favoring a high school rank as a qualitative standard. The replies are reported in Table X.

Therefore 76 percent of the institutions appear to favor rank in the high

TABLE X

HIGH SCHOOL RANKS AS A QUALITATIVE STANDARD FOR ADMISSION OF NONGRADUATES OF HIGH SCHOOL

| <i>Ranks Recommended by Institutions</i> | <i>Percent of 168</i> |
|--|-----------------------|
| Top one-tenth | 1 |
| Top one-fourth | 17 |
| Top one-third | 24 |
| Top one-half | 23 |
| Top two-thirds | 11 |
| No rank indicated | 24 |

school class as a qualitative standard. Approximately 42 percent specify the top third, and another 23 percent specify the top half. It is surprising to find institutions set the level so low as to exclude only the lowest third. Rank in the high school class will be a significant criterion for admission of non-graduates in the postwar years. From the internal evidence of the questionnaires, it appears that some institutions not favoring any standard on the basis of ranks are planning admission practices dependent very largely on a testing program.

5. *Recommendation by the high school principal.* Only 113, 67 percent, of the institutions which answered all other questions of this section also indicated that recommendation of the principal should be required for admission of non-graduates of high school. It is very likely that the fifty-five which did not check, meant this omission as not favoring such recommendation as a qualitative standard. Only three make any comment, and these say that they have not found such recommendations reliable.

6. *Do you think some qualitative meas-*

ure should be applied by the college in addition to high school rank? Only fourteen of the 168 institutions which answered most of the other questions of this section failed to answer this one. The responses are reported in Table XI.

The failure to answer the question in this instance does not mean a negative reply, since some institutions which did not check this question later did check qualitative measures that they thought the college should apply. Obviously, therefore, the colleges and universities with the rarest exceptions feel that automatic acceptance of non-graduates on the basis of high school

TABLE XI

INSTITUTIONS FAVORING A QUALITATIVE MEASURE APPLIED BY THE COLLEGE

| <i>Approve Measure by the College</i> | <i>Percent of 168</i> |
|---------------------------------------|-----------------------|
| Yes | 75 |
| Probably yes | 15 |
| Uncertain | 2 |
| No answer to question | 8 |

records alone is unwise and that the college itself should apply some qualitative measure. The three institutions which indicate uncertainty are a junior college, a state college, and a small denominational college.

7. *Should a definite chronological age limit be set for admission?* The responses to this question indicate conclusively that the colleges do not think that a minimum age for non-graduates of high school should be set. Approximately 78 percent of the 168 institutions replying to this section of the questionnaire say definitely "no." Only 7 percent answered "yes" to the question, and 14 percent indicated that such a standard might be desirable. Twenty of these latter institutions specified lower age limits. They range from the age of fifteen to that of eighteen. Clearly, there is no trend to set an age limit for non-graduates, and in the few instances where such a standard is

thought desirable, there are very wide differences of opinion concerning where the limit should be set.

8. *Do you expect to set any limitations for nongraduates of high schools with reference to social or physical maturity?* Tabulation of the responses to this question was limited to the 134 institutions which had stated that they will or may continue to admit nongraduates of high schools. These institutions would be more likely than others to have formulated convictions and to have planned procedures. The responses concerning these less tangible factors reveal much less common thinking than exists with reference to academic achievement.

Of the 134 institutions which will or may admit nongraduates of high schools, 48 percent say specifically that they will set social maturity limitations, and another 20 percent say they may set such limitations. Only twenty institutions, 14 percent, definitely say that they will not be concerned. The remaining 17 percent did not answer the question. Of these same 134 institutions, 33 percent say that they will set physical maturity limitations, and another 23 percent say they may set such limitations. Approximately 19 percent, twenty-five institutions, say definitely that they will not have any physical maturity standards, and 25 percent do not answer the question at all.

Therefore practically half of the institutions which will or may admit nongraduates say definitely that they will set social maturity limitations, compared with only a third saying they will set any physical maturity limitations. At the other end of the scale, only 31 percent say a definite "no" or fail to answer the question with reference to physical maturity. It is quite obvious, therefore, that social maturity, in the minds of the administrators,

is a greater problem than physical maturity in the case of nongraduates of high schools.

9. *Procedures to measure social and physical maturity.* Only sixty of the 134 institutions ventured to express themselves concerning procedures to measure social and physical maturity. The methods, reported in Table XII, do not reveal any very new or accurate devices.

TABLE XII

PROCEDURES REPORTED AS MEASURES OF SOCIAL AND PHYSICAL MATURITY

| <i>Procedures</i> | <i>Number Reporting</i> |
|--|-------------------------|
| Interviews, conferences, etc. | 27 |
| Recommendations and references: | |
| from high schools | 10 |
| from other sources | 6 |
| not specified | 8 |
| — | 24 |
| Content and psychological tests | 14 |
| Personality tests and scales | 7 |
| Records of work, experience, activities | 6 |
| Physical examinations | 5 |
| Social maturity tests and scales | 5 |
| Vocational interests inventories and tests | 3 |

The only valid conclusion that can be drawn is that the need for development of measures of social and physical maturity is critical. Between a third and a half of the institutions which will or may continue to accept nongraduates of high schools, who are obviously notably less mature than normal students, wish to use some measures of maturity; yet, the procedures reported are only interviews, recommendations, and content tests in very large measure. Comments, testifying to this need of new devices, were written into the questionnaire by several, such as: "We shall need help," "We hope someone discovers measures," "We are just trying to find some way."

10. *Decreasing emphasis on specific high school patterns.* Each institution was asked to indicate whether or not it

had decided upon, was considering, or would probably consider decreased emphasis on specific high school academic patterns in the postwar years. A total of 169 institutions, approximately 70 percent of those returning the questionnaire, answered the question. The responses are reported in Table XIII.

phasis on specific high school patterns or will probably consider it.

11. *Do you think a continued policy of accepting nongraduates of high schools will lower the level of the freshman year?* The tabulation of responses to this question was done separately for two groups of institutions: (1) those which had stated that they will or may con-

TABLE XIII
INSTITUTIONS DE-EMPHASIZING SPECIFIC HIGH SCHOOL PATTERNS

| Emphasis Will | Have Decided | Now Considering | Total | Percentage of 169 |
|-----------------------|--------------|-----------------|-------|-------------------|
| Be decreased | 33 | 30 | 63 | 37 |
| Probably be decreased | 28 | 12 | 40 | 24 |
| Not be decreased | 30 | 36 | 66 | 39 |
| TOTAL | 91 | 78 | 169 | |

TABLE XIV
RELATION OF FEAR FOR FRESHMAN YEAR STANDARDS IN ADMITTING NONGRADUATES AND POLICIES TO ADMIT THEM

| Institutions Thinking Freshman Standards Will | Percent of All Replying (194) | Percent of Those Which Will or May Admit (134) | Percent of Those Which Will Not or May Not Admit (60) |
|---|-------------------------------|--|---|
| Be lowered | 21 | 10 | 47 |
| Probably be lowered | 22 | 18 | 32 |
| Not be lowered | 52 | 70 | 11 |
| No answer | 5 | 2 | 10 |

The responses given appear to indicate a trend in postwar years in the direction of decreased emphasis on specific patterns of high school content for admission to college. Only thirty institutions, 18 percent of those answering, have definitely decided not to decrease such emphasis, and only thirty-six more, or 21 percent of the 169, state that they are not considering the possibility now. On the other hand, 37 percent state definitely that they will decrease such emphasis or will consider it, and another 24 percent state that they will probably decrease em-

phasize on specific high school patterns, and (2) those which stated that they will not or may not continue to accept such applicants or will do so only in the case of veterans. Table XIV reports the responses for the groups separately.

The replies reveal a notable amount of apprehension concerning the effects of continued admission of nongraduates on the level of college instruction. Whereas, according to Table VIII, 69 percent of the 194 institutions either will or may continue the policy, 43 percent of the 194 think such a policy will or may lower the level of freshman year

in college. Further, 28 percent of the very institutions which either definitely will admit nongraduates, or may do so, have like apprehension. Since only 11 percent of the sixty institutions which will not or may not admit nongraduates actually do not think the policy would lower the college level, this group appears to be far more consistent in its decision. A further indication of the uncertainty in the minds of administrators is the fact that

The responses indicate that the institutions which will or may continue to admit nongraduates are somewhat more apprehensive about the types of high school programs taken than they are about the completion of high school as a criterion of ability to do college studies. Whereas 70 percent of the group fear no lowering of standards by careful admission of nongraduates, only 60 percent feel similarly assured about admission with less than the

TABLE XV

RELATION OF FEAR FOR FRESHMAN YEAR STANDARDS IN ADMITTING WITH LESS EMPHASIS ON PATTERN OF ACADEMIC SUBJECTS AND POLICIES TO ADMIT NONGRADUATES OF HIGH SCHOOLS

| Institutions Thinking Freshman Standards Will | Percent of All Replying (194) | Percent of Those Which Will or May Admit Non-Graduates (134) | Percent of Those Which Will Not or May Not Admit Non-Graduates (60) |
|---|-------------------------------------|--|---|
| Be lowered | 25 | 15 | 45 |
| Probably be lowered | 22 | 21 | 24 |
| Not be lowered | 48 | 60 | 25 |
| No answer | 5 | 6 | 4 |

thirty-nine of the ninety-four institutions which say such admission policies will not lower the level of college instruction, without any request to comment, wrote in qualifications to their response of "no." All of these qualifications can be classified under one heading, namely, "if great care is exercised in such admissions." Therefore, although the trend toward admission of nongraduates of high schools is marked, it is not always the product of convictions that it will not lower the college level.

12. *Do you think that admitting students with less than the present normal academic subjects will lower the level of freshman year?* The tabulation of the responses to this question has also been done for the two separate groups of institutions, as in Table XIV. The replies are reported in Table XV.

present high school academic program. According to Table XIII, 61 percent of the 194 institutions have decided upon or are definitely considering decreased emphasis on specific high school academic patterns, yet only 48 percent of this same group venture to say that they do not think admission with less than this pattern will have adverse effects on the level of freshman year. Several, too, of the 48 percent fearing no lowering of level qualify their answer of "no." It would appear, therefore, that a decreasing emphasis on specific patterns of high school content is not always the result of conviction that it is desirable practice.

IV. ACCELERATION AND THE SCHOOL CALENDAR

1. *Does your institution favor continued acceleration, that is, the round-the-*

calendar school year? The question was answered by 185 institutions, a little more than 92 percent of the 201 returning the questionnaire. The data are reported in Table XVI.

TABLE XVI
INSTITUTIONS FAVORING ACCELERATION

| <i>Favor Acceleration</i> | <i>Percent of 185</i> |
|---------------------------|-----------------------|
| Yes | 22 |
| Probably yes | 7 |
| No | 62 |
| Uncertain | 9 |

The responses clearly indicate that almost two-thirds of the 185 institutions definitely do not favor a continuation of the round-the-calendar school year. An effort to determine whether or not the forty institutions favoring it had come to do so by experience with an accelerated calendar during the war years revealed that this response came very largely from institutions which have always had something of a round-the-calendar school year. The distribution of the forty according to their prewar calendars was as follows:

Distribution of 40 Institutions Favoring Acceleration

| | |
|---|----|
| Always had a round-the-year calendar | 17 |
| Had summer session of 10 weeks or more | 14 |
| Had two semesters, one short summer session | 9 |
| | — |

Total favoring continued acceleration 40

It would appear, therefore, that only nine institutions which did not have an accelerated calendar before the war have decided in favor of it as a result of war experience.

2. *Do you expect to return to your before-the-war calendar?* The 183 institutions which answered this question were divided, necessarily, into three groups for tabulation: (1) the seventeen which had an accelerated calendar before the war and therefore had not changed; (2) the twenty-one which did not have an accelerated calendar before the war and did not change to

one during it; (3) the 145 institutions which did not have an accelerated calendar before the war but changed to one during the war. Obviously, the question was pertinent only to the latter group. The responses of these 145 are reported in Table XVII.

TABLE XVII
INSTITUTIONS EXPECTING TO RETURN TO PREWAR CALENDARS

| <i>Plan to Return</i> | <i>Percent of 145</i> |
|-----------------------|-----------------------|
| Yes | 68 |
| Probably Yes | 17 |
| No | 15 |

The trend is obviously back to the prewar school calendar, with only 15 percent of the institutions which had changed from it stating that they will not return to it.

3. *What was your calendar before the war?* Only thirteen institutions of the 201 returning the questionnaire failed to answer this question. Since the trend is back to the prewar calendar, and since 93 percent of the institutions replied to this question, the data reported in Table XVIII probably present fairly accurately the common post-war college and university calendars.

TABLE XVIII
TYPES OF PREWAR CALENDARS

| <i>Types of Prewar Calendars</i> | <i>Percent of 187</i> |
|---|-----------------------|
| SEMESTER SYSTEMS | |
| 2 semesters and no summer session | 30 |
| 2 semesters, short summer session up to 8 weeks | 34 |
| 2 semesters, summer session up to 12 weeks | 21 |
| | — |
| Total semester systems | 85 |
| QUARTER SYSTEMS | |
| 3 quarters and no summer session | 1 |
| 3 quarters and summer session | 8 |
| 4 quarters | 6 |
| | — |
| Total quarter systems | 15 |

4. *Do you anticipate continued acceleration while the calendar-year provisions of the GI Bill affect your college?*

The return to the prewar calendar, however, will not be rapid. Some institutions indicated in their questionnaires that they had already changed or would do so within the year. In reply to this question the 145 institutions which had changed to an accelerated calendar indicate that approximately two-thirds of them will or probably will continue to operate on the war-time calendar for some time. Only 28 percent of the 145 have definitely decided to revert to the prewar calendar immediately. Table XIX reports the replies.

TABLE XIX

INSTITUTIONS TEMPORARILY CONTINUING THE
ACCELERATED CALENDAR

| <i>Acceleration Will</i> | <i>Percent of 145</i> |
|--------------------------|-----------------------|
| Continue | 33 |
| Probably continue | 36 |
| Not continue | 28 |
| No answer | 3 |

5. *How often in the year will you admit civilians and veterans?* The responses of the 189 institutions answering the question are reported in Table XX.

TABLE XX

NUMBER OF ADMISSIONS PER YEAR FOR VETERANS AND CIVILIANS

| Times | No. of Institutions | Times | No. of Institutions |
|-------------|---------------------|---------------------------|---------------------|
| Once | 3 | Same as Civilians | 159 |
| Twice | 37 | More often than Civilians | 21 |
| Three times | 83 | Uncertain | 9 |
| Four times | 46 | | |
| More often | 20 | | |
| TOTAL | 189 | | 189 |

The traditional one or two admission dates per year for civilians appear to have vanished very largely in the postwar plans of the colleges. Only 20 percent of the 189 institutions say that they will admit freshmen less than three times a year, and more than 35 percent state that they will admit new students more than three times per

year. The increase of admission dates is owing not to admission of students within sessions, but to the increased number of sessions per year.

Though the bare data concerning the admission of veterans may appear to cluster at the two extremes, that of making no special provision for them and that of permitting them to enter classes at any time, the explanatory data contradicts that impression. Of the nine institutions stating that they will admit veterans at any time, only three fail to explain. The six that do explain, state that they will be admitted to refresher, tutorial, or auditing courses. Those admitting veterans monthly explain in similar terms. Several institutions which appear to make no special provision for veterans write in comment to the effect that liberal allowances will be made in individual cases for late registration, for entering late in the semester, for getting partial credit, etc. The responses, however, clearly indicate the continuing policy of not admitting students to credit

courses except at the normal entrance times.

6. *Would you favor the North Central Association attempting to bring about some degree of school calendar uniformity again?* The responses made by the 187 institutions which answered this question are reported in Table XXI.

TABLE XXI

INSTITUTIONS FAVORING A NORTH CENTRAL
ASSOCIATION ATTEMPT TO EFFECT SOME
UNIFORMITY IN SCHOOL CALENDARS

| <i>Favor N.C.A. Attempt</i> | <i>Percent of 187</i> |
|-----------------------------|-----------------------|
| Yes | 49 |
| Probably yes or uncertain | 28 |
| No | 23 |

Approximately half of the 187 institutions answer the question with a definite "yes," and another one-fourth feels that the action should probably be taken or are uncertain about it.

7. *Specific postwar calendar being considered or adopted.* Each institution was asked to check a list of possible calendars and to add any other to indicate the one being considered or already adopted for the postwar years. Only thirteen institutions of the 201 returning the questionnaire failed to answer this question in some way. Table XXII reports the numbers and percentages of the 188 institutions specifying each type of calendar as its postwar choice.

TABLE XXII

NUMBERS AND PERCENTAGES OF INSTITUTIONS SPECIFYING EACH TYPE OF CALENDAR
FOR THE POSTWAR YEARS

| Types of Calendars | Number Con- sidering | Number Adopting | Total | |
|--|----------------------------|--------------------|--------|---------|
| | | | Number | Percent |
| a) Two semesters for regular program, summer session for those who wish | 31 | 75 | 106 | 56 |
| b) Three quarters for regular program, with or without summer session | 9 | 15 | 24 | 13 |
| c) Two semesters and no summer session | 5 | 13 | 18 | 10 |
| d) Two semesters integrated with summer session to be taken by most | 4 | 3 | 7 | 4 |
| e) Four quarters integrated so normal student attends around the year | 2 | 5 | 7 | 4 |
| f) Two long semesters, 20 to 22 weeks, and no summer session | 3 | 3 | 6 | 3 |
| g) Three trimesters integrated so normal student attends around the year | 2 | 1 | 3 | 1 |
| Uncertain or reporting more than one | | | 17 | 9 |
| TOTAL | 56 | 115 | 188 | |

Less than one-fourth feel that no such attempt should be made. An analysis of the negative responses reveals that all types of institutions share this opinion. The distribution of the forty-three negative responses according to types of colleges was as follows:

| <i>Type of Institution</i> | <i>Number</i> |
|--|---------------|
| Private coeducational and men's colleges | 15 |
| Private women's colleges | 7 |
| Tax-supported colleges and universities | 9 |
| Teachers colleges | 6 |
| Junior colleges | 4 |
| Technological schools | 2 |
| | — |
| Total | 43 |

Calendars (a) and (b), which are practically identical in length of the school year and in relationship of summer session to the academic year, appear to be the choice of considerably more than two-thirds of the 188 institutions. Further, of the seventeen institutions reported as uncertain or reporting more than one possibility, fourteen include in their two alternatives calendar (a). It would be a sound judgment to state that three-fourths of the colleges and universities are considering or have already adopted a postwar calendar of either two se-

mesters or three quarters with a summer session program that regular students may or may not take. Calendars (d), (e), and (g) are the only ones which involve a round-the-calendar school year for the normal student, and only 9 percent of the 188 institutions specify one of these three calendars as under consideration or adopted. The responses, however, do indicate one marked shift. According to Table XVIII, 30 percent of the 187 institutions reporting had no summer session at all before the war. According to Table XXII, only 10 percent anticipate having no summer session at all, though the 3 percent considering or adopting the two long semesters, calendar (f), may well be placed in that same category.

V. PROGRAM OF STUDIES

1. *Modification of liberal arts degree requirements.* Since forty-nine of the 201 institutions returning the questionnaire are teachers colleges, junior colleges, or technological schools, they are eliminated from the tabulation of responses to this question. The majority of the forty-nine attempt no answer to it, and many write in that they do not have a liberal arts program as such. Of the remaining 152 institutions, only six failed to answer. Each institution was asked to indicate whether or not it had decided to modify liberal arts degree requirements or definitely would be considering modification; whether or not it would probably modify or would probably consider modification; and whether or not it would definitely not modify the requirements or would probably not modify them. Table XXIII reports the data.

The responses indicate that 59 percent of the liberal arts colleges answering the question will definitely modify or consider modification of degree requirements, or will probably do so.

Only 29 percent feel certain enough of their current requirements to state clearly that they will neither modify them or consider modification. The data justify a conclusion that the current requirements for the liberal arts degree will be widely changed in the

TABLE XXIII

MODIFICATION OF DEGREE REQUIREMENTS BY
LIBERAL ARTS COLLEGES

| <i>Changes in Liberal Arts Degree Requirements Will Be Made or Considered</i> | <i>Percent of 146</i> |
|---|-----------------------|
| Definitely | 31 |
| Probably | 28 |
| Probably not | 12 |
| Definitely not | 29 |

immediate years after the war. The direction the modifications will take is, therefore, very significant.

2. *The areas of liberal arts degree requirement modifications.* Each institution was asked to check a list of possible degree requirement modifications to indicate those on which it had decided or which it would consider. A total of 146 institutions checked modifications, but twenty-seven of these were teachers colleges, junior colleges, or technological schools not included in the data reported in Table XXIII. The 109 liberal arts institutions which did check modifications constitute 71 percent of the 152 such institutions returning the questionnaire. The numbers and percentages of the 109 checking each modification as one upon which decision has been made or is being considered appear in Table XXIV.

The most conspicuous trend, obviously, is from the present departmentalism with the frequent accumulation of unintegrated fragments of knowledge and toward a planned and integrated total program. The percentages of institutions checking (c) and (d) indicate also a new emphasis on current individual and social living. Reference to Table VII will show the close rela-

tionship between the criticisms of liberal arts objectives and the modifications adopted or being considered by the colleges. A comparison between the trend of the liberal arts colleges and the teachers colleges is provided by checking of modification (b). Of the eighteen teachers colleges which checked modifications, not included in the above

TABLE XXIV
CONTEMPLATED CHANGES IN DEGREE
REQUIREMENTS

| <i>Changes</i> | <i>Percent of 109</i> |
|---|-----------------------|
| a) Increased use of non-departmental, integrating, or survey courses | 65 |
| b) Greater limitation of general education to the lower years in college | 41 |
| c) Increasing practical life courses, such as Marriage, Earning a Living, Family Life | 36 |
| d) Increasing amount of social studies | 32 |
| e) Reducing amount of elective work | 28 |
| f) Decreasing the language requirements | 25 |

figures, fifteen, or 83 percent, indicated that they had decided upon or were considering increasing the practical life courses, such as Marriage, Earning a Living, and Family Life. Only 36 percent of the institutions with four-year liberal arts colleges indicated the same modification.

3. *Specific institutional degree requirement modifications.* Only thirty of the 109 institutions checking the list of modifications attempted brief descriptions of their planned or adopted modifications. These clearly indicate that the most specific plans are those related to the breakdown of departmentalism and to the planned and integrated common program in the first two years. Typical statements made by individual colleges are listed below.

(1) Concentration of general culture in the first two years and upon special fields in the last two years.

(2) A specific plan of training for general education will result in reduction of electives in the first two years.

(3) Widening of some departmental majors. We have already adopted a Natural History major as one of the science majors.

(4) Addition of divisional majors, making available both departmental and broader divisional majors.

(5) Now in the process of setting up a general education program on an integrated basis for the first two years with most of the student's time devoted to it.

(6) Transdepartmental majors replacing departmental majors for those not contemplating graduate work.

(7) A standard nonelective program in the first two years.

(8) Competence in basic skills as measured by competence examinations; a reading or speaking knowledge of a foreign language; core courses in the natural sciences, social sciences, literature, and historical and cultural subjects.

(9) Introduction of more survey and general courses. Integration between courses and breaking down subject barriers.

(10) Composite majors planned in social sciences, English, speech, sciences, classical languages.

(11) Students must now select five comprehensive courses from seven offered in the first two years. Majors allowed in divisions or departments.

(12) Comprehensive examinations to be instituted at the sophomore and senior levels.

(13) General education based on six division areas with a required syllabus in each. Proficiency in tool subjects is required. Emphasis on proficiency demonstrated in examinations.

(14) Now discussing plans for a common curriculum required of all students in the first two years.

(15) A fuller understanding in the areas of social studies will be required for a degree.

(16) Introduction in all curricula of comprehensive courses in broad areas of knowledge outside the field of specialization.

(17) Increased humanities requirement, including fine arts for all. Broader required spread in general education.

(18) Survey courses in languages instead of two years of study in one language.

(19) In certain courses emphasis on the practical aspects of life, especially in sociology, history, and ethics.

(20) Introducing new courses in Family Relationships, Home Making, Personal Finances, and Consumer Problems.

4. *New vocational or professional de-*

degrees. Each institution was asked to indicate whether or not it was considering or had decided on the addition of new vocational or professional degrees after the war. Since the question referred only to degree programs, the sixteen junior colleges which returned

TABLE XXV

INSTITUTIONS INTRODUCING OR CONSIDERING
NEW VOCATIONAL OR PROFESSIONAL DEGREES

| Degrees Will Be Added | Percent of 140 |
|-----------------------|----------------|
| Yes | 18 |
| Probably yes | 11 |
| Probably no | 13 |
| No | 58 |

the questionnaire were eliminated from the tabulation. Of the 185 degree-granting institutions returning the questionnaire, 140 answered the question. Table XXV reports the data.

than it is among private institutions. Approximately a third of each of the first two groups say that they will introduce such new degrees or are considering the introduction of them, compared with less than 15 percent of the private universities and colleges. The replies of the forty institutions are distributed according to type of institution in Table XXVI.

5. *Types of new vocational or professional degrees.* Each institution was asked to indicate the specific new program or programs involved in its reply. Only twenty-eight of the forty institutions listed specific plans. Though limited to very few institutions, there is a clear trend toward increased vocational training in the direction of applied science and technology. The de-

TABLE XXVI

TYPES OF INSTITUTIONS ADOPTING OR CONSIDERING NEW VOCATIONAL OR PROFESSIONAL DEGREES

| Types of Institutions | Will Add | Probably Will Add | Total | Percent of All in Group |
|--------------------------------------|----------|-------------------|-------|-------------------------|
| Teachers colleges | 6 | 2 | 8 | 30 |
| Private colleges, universities | 10 | 8 | 18 | 15 |
| Tax-supported colleges, universities | 9 | 4 | 13 | 37 |
| TOTAL | 25 | 14 | 39 | |

The replies indicate that there will be no marked trend toward increasing vocational or professional degree programs. Only 18 percent of the institutions that did answer the question definitely state that they will introduce new degrees. It can very probably be assumed that many institutions not replying at all are definitely not introducing new degrees. An analysis of types of institutions stating that they will or may add new vocational professional degrees reveals that the trend is far more marked among the teachers colleges and the municipal and state tax-supported colleges and universities

gree programs reported are listed below.

Teachers colleges

Agriculture, Commerce, Home Economics, Industrial Arts
Bachelor of Science in Music
Bachelor of Science
Occupational Therapy
Master of Arts and Aviation

Tax-supported colleges and universities

Bachelor of Science in Chemistry, in Geology, and in Physics, and a new Music degree
New programs in Geology, Social Work, and Wild Life
Aeronautical Engineering, Veterinary Medicine, Labor Relations
Master of Arts
Master of Education

Private colleges and universities
 Bachelor of Science
 Bachelor of Science in Nursing, Education, Industrial Relations, Physical Education, Home Economics, and in Recreation
 Business Administration, Social Work
 Metallurgy
 Music and Nursing
 Roentgenology, Aeronautical Engineering, Medical Secretarial Science
 Dramatics and Commercial Art
 Medical Technology
 Nursing, Social Work, Secretarial Science
 Electronics
 Master of Arts
 Master of Arts in Education and in Music

vocational and professional programs now existing. Only 10 percent of the total group of 201 institutions are prepared to say definitely that no such degree programs will be modified, whereas 47 percent state that they will or may modify vocational or professional degree programs. Again, the trend toward change is notably higher in the teachers colleges and the tax-supported institutions than it is among the private colleges and universities. Several institutions wrote in specific modifications which are under discus-

TABLE XXVII
 TYPES OF INSTITUTIONS IN RELATION TO PLANNED CHANGES IN VOCATIONAL OR PROFESSIONAL PROGRAMS

| CHANGES PLANNED | PRIVATE COLLEGES OR UNIVERSITIES | TAX-SUPPORTED COLLEGES OR UNIVERSITIES | TEACHERS COLLEGES | JUNIOR COLLEGES | TOTAL | |
|-----------------|----------------------------------|--|-------------------|-----------------|-------|---------|
| | Percent | Percent | Percent | Percent | No. | Percent |
| Yes | 25 | 43 | 48 | 37 | 67 | 33 |
| Probably yes | 15 | 11 | 11 | 13 | 29 | 14 |
| No | 13 | 11 | 0 | 0 | 21 | 10 |
| Total answering | 53 | 65 | 59 | 50 | 117 | 57 |
| No answer | 47 | 35 | 41 | 50 | 84 | 43 |

6. *Do you intend to modify existing programs?* It appears that the greatest degree of uncertainty concerning questions asked existed relative to modification of existing vocational or professional programs. Only 117 institutions, 57 percent of the 201 returning the questionnaire, gave any answer to the question. Owing to the comparative paucity of responses, percentages are given based on the total number of institutions, rather than on the number of institutions answering. Table XXVII reports the responses or lack of responses according to types of institutions.

The responses indicate that there will be very widespread modification of

sion or adopted. The most conspicuous trend discernible among the comments made was that of increasing the liberal education content of professional and technical programs. Among the significant statements quoted below, Numbers 1, 4 and 6 are typical of those revealing the trend.

(1) Increasing requirements of liberal arts for the Bachelor of Science in Music.

(2) Providing a modicum of professional courses over a core of liberal arts, especially for careers in high school teaching, social service, and business.

(3) We are reconsidering secretarial studies and home economics.

(4) Liberalizing the program of general studies in the Engineering curricula.

(5) Changing one-year secretarial course to two with second year primarily liberal arts.

(6) Engineering education will probably be liberalized by adding work in the humanities and social sciences.

(7) Modifying existing programs by expansion of training outside the field of specialization, chiefly through comprehensive courses.

(8) Adjusting present four-year programs to be two-year certificate training programs in several fields.

7. *Do you intend to add new vocational courses other than in new professional degree programs?* The responses to this question are reported in Table XXVIII according to types of institutions.

roducing them will probably be higher than the data of Table XXVIII show. Many institutions supplemented their answer with specific statement about planned vocational courses. Those quoted below are typical.

(1) Business, Agriculture, Homemaking, and Farm Mechanics to be added.

(2) Adding several terminal two-year programs.

(3) Probably introducing Home Economics and Aeronautics.

(4) Adding a course in Journalism.

(5) Planning shorter courses in Commerce, Industrial Arts, Music, and Science.

TABLE XXVIII

TYPES OF INSTITUTIONS IN RELATION TO PLANNED NEW VOCATIONAL COURSES

| NEW CHANGES PLANNED | PRIVATE COLLEGES OR UNIVERSITIES | TAX- SUPPORTED COLLEGES OR UNIVERSITIES | TEACHERS COLLEGES | JUNIOR COLLEGES | TOTAL | |
|------------------------|--|--|----------------------|--------------------|-------|---------|
| | Percent | Percent | Percent | Percent | No. | Percent |
| Yes | 15 | 40 | 44 | 44 | 52 | 26 |
| Probably yes | 15 | 20 | 33 | 25 | 39 | 19 |
| No | 22 | 11 | 0 | 0 | 31 | 15 |
| Total answering | 52 | 71 | 77 | 69 | 122 | 60 |
| No answer | 48 | 29 | 23 | 31 | 79 | 40 |

Though, according to Table XXV, there will not be a marked increase in vocational or professional degree programs, the data of Table XXVIII, indicate that there will be a notable increase in individual vocational courses or lesser programs. Approximately 45 percent of the 201 institutions indicate that they will or may increase vocational courses. Again, the trend toward vocational courses is much more marked in teachers colleges and tax-supported institutions, and even in junior colleges, than it is among the private colleges and universities. Since only 15 percent of all institutions are prepared to say definitely that they will not introduce new vocational courses, the percentages actually in-

(6) Adding Business Administration and secretarial courses.

(7) Planning a number of terminal and semi-terminal courses in practical arts and applied science at the junior college level.

(8) Adding terminal courses in Agriculture, Commerce, Commercial Art, Home Economics, and Industrial Arts.

(9) Planning on radio, auto mechanics, and metal work.

(10) Adding Aeronautical Engineering.

(11) Planning to offer one-year and two-year courses in business, accounting, salesmanship, and secretarial training.

(12) Expect to add terminal courses in Agriculture, aviation, mechanics, welding, radio communications, and secretarial science.

(13) Increasing personnel management offerings.

The frequency with which similar wording occurs indicates that there will be in the postwar years a marked

trend toward introducing into four-year institutions non-degree, one-year and two-year terminal programs of a vocational nature. Of the ninety-one institutions answering that they will add or may add new vocational courses, twenty-three expressly refer to two-year terminal programs. These twenty-three institutions are as follows: eight of the twenty-seven teachers colleges, seven of the thirty-five tax-supported institutions, six of the 122 private colleges and universities, and two of the sixteen junior colleges. In proportion, the teachers colleges are pointing more strongly in the direction of two-year terminal vocational programs than are any other type of institution. Almost a third of the total number of teachers colleges which returned questionnaires state that they have adopted or are considering such terminal courses.

8. *New areas of college instruction.* Each institution was asked to indicate whether or not it was considering or had adopted new areas of instruction appearing in Table XXIX. A total of 166 institutions answered.

TABLE XXIX

INSTITUTIONS EXPECTING TO ADD SPECIFIC
AREAS OF INSTRUCTION

| <i>Areas of Instruction</i> | <i>Percent of 166</i> |
|-----------------------------|-----------------------|
| Latin American Studies | 69 |
| Geography | 62 |
| Radio | 54 |
| Far Eastern Studies | 52 |
| Citizenship | 48 |
| Meteorology | 42 |

9. *Revision of physical education requirements.* Each institution was asked to indicate whether or not it was planning or had adopted a revision of its physical education requirements. A total of 176 institutions, approximately 88 percent of the 201, answered the question. Almost half of these institutions said they were revising the requirements, and a fourth more said they would probably do so. Therefore

such revision may well be expected in two-thirds of the colleges and universities. Only 20 percent say definitely that they will not make any change, while 13 percent are uncertain about what will be done.

In view of this widespread change, the direction the changes take is significant. There were seventy-four explanations of changes made or contemplated, and with marked uniformity they all fall into these categories: (1) increased student groups subject to a specific requirement, (2) increased hours per week, and (3) increased emphasis on health. Typical statements made are as follows: three hours per week instead of two, and required of all students instead of only freshmen and sophomores; will be required of all men three times a week every semester in college; changed to four hours per week instead of two; three years instead of one, and three times per week instead of twice; more emphasis on systematic conditioning throughout the four years; will devote more time to health and corrective work, less time to competitive games; will work toward maintenance by students of minimum standards of physical fitness, to be demonstrated by periodic physical fitness and strength tests. The whole trend appears to disregard individual needs in favor of simply more physical education, regardless of how much the institution previously had.

VI. INSTRUCTION

1. *Do you expect wartime educational experience to have any effect on instructional methods in your institution?* Only seven institutions failed to answer this question. The widespread expectation that wartime experience will have effects on college instruction is quite obvious from the data reported in Table XXX. Only four institutions out of 194 were prepared to answer "no" to the question.

TABLE XXX

PROBABLE INFLUENCE OF WARTIME EDUCATIONAL EXPERIENCE ON INSTRUCTION

| <i>Expect Influence on Instruction</i> | <i>Percent of 194</i> |
|--|-----------------------|
| Yes | 52 |
| Probably yes | 31 |
| No | 2 |
| Uncertain | 15 |

2. *New instructional procedures.* A set of three instructional procedures in very common use during the collegiate military programs was listed in the questionnaire and each institution was asked to indicate if it were considering adoption of the procedure or if it had already adopted it. A total of 195 institutions checked one or more of the procedures. The responses are reported in Table XXXI.

TABLE XXXI

INSTITUTIONS ADOPTING OR CONSIDERING ADOPTION OF THREE NEW INSTRUCTIONAL PROCEDURES

| <i>Instructional Procedures</i> | <i>Percent of 195</i> |
|--|-----------------------|
| Visual education techniques | 93 |
| Conversational objectives in languages | 53 |
| Direct method of teaching languages | 49 |

The responses show that visual education as an instructional procedure will be practically universal in the post-war college, and that the Army system of language instruction will leave very definite effects upon both objectives and the traditional methods of teaching languages in college. One institution explains at length its apprehension concerning adoption of the new techniques in the following words:

One of our chief dangers after the war will be the tendency to adopt fads and short cuts as a substitute for more normal educational processes. Education implies intellectual growth; it is a process that requires time and effort. Visual education techniques may supply a few facts and may create interest and thus may be helpful, but it will never take the place of individual effort and thought. Time cannot be eliminated as a factor, although we may learn to

take advantage of the fact that the time element differs or should differ for each individual.

3. *Elimination of content considered nonessential in common college courses.* Each institution was asked to indicate if it was considering or had already decided upon elimination of content considered to be nonessential within some college courses. The responses clearly indicate that there is no widespread conviction on the part of the colleges that such nonessential content is common. Only sixteen institutions said they had decided and another thirty-five stated that they were considering elimination of content. Several institutions stated that the problem had been considered; that there is little conviction of the presence of nonessential content.

4. *Disregard of departmental lines.* The data reported in Table XXIV indicated a marked tendency to disregard departmental lines very widely in the revision of liberal arts requirements. In this section of the questionnaire each college was asked to state whether or not it was considering or had adopted some such disregard of departmental lines as was used in the Army Foreign Area and Language programs. Since this question touches upon a very significant region of college instruction, the fact that approximately a third of the 201 institutions stated that they were either considering or had adopted some such procedure is important. A total of twenty-seven institutions stated that they had decided, and another twenty-nine said they were considering some such procedure in curriculum organization. Each institution was asked to state briefly what it meant by its answer. An analysis of the fifty-three statements made places them in the following categories:

Introducing divisional or nondepartmental majors

| | |
|--|----|
| Introducing divisional organization of the college | 11 |
| Attempting integration among separate departments | 7 |
| Using core or nondepartmental courses | 5 |

It is clear that most institutions considering a breakdown of departmental lines conceive of it as involving largely nondepartmental course, divisional organization, and provision of nondepartmental majors or fields of concentration. Since many of the statements are clear and significant, and may be helpful to other institutions, selected ones are quoted as follows:

(1) The new organization of divisions is aimed to break down departmental barriers, providing for divisional majors and area studies.

(2) Topical majors introduced, such as newspaper work, citizenship, careers in business, etc.

(3) The composite major introduced.

(4) Goal-majors rather than departmental.

(5) Area of concentration may include any related or unrelated subjects acceptable to major adviser.

(6) Many inter-departmental concentrations are available.

(7) Offering a combined major in language and area.

(8) Definite interest in inter-departmental concentrations; it is one of the next steps before our Curriculum Committee.

(9) New fields of concentration in public administration and foreign relations cut across departmental lines.

(10) We have arranged concentrations in Physical Sciences, Biological Sciences, Social Sciences, and Foreign Studies.

(11) We are planning instructional divisions in which we will set up areas of concentration or broad divisional majors.

(12) Our program of comprehensive courses will involve crossing departmental lines. The comprehensives will be administered by inter-departmental committees.

(13) Now have a program in American Studies; another in the Humanities.

5. *Do you expect wartime educational experience to result in greater emphasis on measurement in your institution?* The question was answered by 190 of the 201 institutions returning the questionnaire, and only 9 percent state defi-

nitely that they do not expect wartime experience to result in greater emphasis on measurement. A sound conclusion may be drawn from the responses reported in Table XXXII to the effect that wartime educational experience will result in a greatly increased emphasis on measurement, and that techniques and uses of measurement will be developed much more rapidly than they would have been without that experience.

TABLE XXXII

PROBABLE INFLUENCE OF WARTIME EXPERIENCE
TOWARD GREATER EMPHASIS ON
MEASUREMENT

| <i>Expect Greater Emphasis</i> | <i>Percent of 190</i> |
|--------------------------------|-----------------------|
| Yes | 52 |
| Probably yes | 29 |
| No | 9 |
| Uncertain | 10 |

6. *New uses of examinations.* Each institution was asked to indicate whether or not it was considering or had adopted any one of five different uses of examinations exclusive of temporary adjustments to evaluate the credit of veterans. A total of 145 institutions checked one or more of the uses. Since the question was worded in such a way that failure to check actually meant a negative response, percentages based on 145 institutions checking would lead to an erroneous conclusion. Percentages, therefore, are based on the average number of institutions, 192, answering the preceding and the following questions. The data are reported in Table XXXIII.

The responses, which presumably exclude adjustments for veterans, indicate a marked trend away from the credit-system mechanics as a measure of college accomplishment and realization of objectives in the direction of recognizing achievement only through or largely through examinations. More than 40 percent of the institutions re-

porting indicate that they will either give credit or are considering giving credit by examination for knowledge

TABLE XXXIII

INSTITUTIONS CONSIDERING OR ADOPTING ANY OF FIVE NEW USES OF EXAMINATIONS

| <i>New Uses of Examinations</i> | <i>Percent of 192</i> |
|--|-----------------------|
| a) To give credit for knowledge secured outside of class | 42 |
| b) To waive requirements, but give no credit | 39 |
| c) To determine credit for courses taken, regardless of class attendance | 33 |
| d) To check realization of objectives, regardless of class attendance | 27 |
| e) To measure qualifications for degrees, regardless of courses passed | 20 |

secured outside of classes, and a third refer to using examinations to determine credit for courses taken regardless of class attendance. More significant still are the percentages, 27 percent and 20 percent, considering or adopting a plan of examinations to check realization of objectives regardless of course attendance or to measure qualifications for degrees regardless of courses passed.

VII. PERSONNEL SERVICE

1. *Do you consider existing personnel service adequate to take care of your responsibilities in educating returning veterans and college civilians?* A total of 188 institutions answered the question with reference to veterans and 194 with reference to civilians. The responses are reported in Table XXXIV.

TABLE XXXIV

INSTITUTIONS CONSIDERING PERSONNEL SERVICES ADEQUATE FOR VETERANS AND CIVILIANS

| <i>Services Considered Adequate</i> | <i>For Veterans Percent of 188</i> | <i>For Civilians Percent of 194</i> |
|-------------------------------------|--|---|
| Yes | 35 | 45 |
| Probably yes | 27 | 24 |
| No | 38 | 31 |

Therefore more than a third of the colleges and universities answering the

question are definitely dissatisfied with their personnel facilities for veterans and only a little less than a third are dissatisfied with them for civilians. Approximately another fourth appear to be uncertain. It is apparent that personnel service and the training of competent administrators and personnel officers constitute pressing problems.

2. *Problems the colleges anticipate with returning veterans.* Each institution was asked to check a given list of five possible veteran problems in order of seriousness. A total of 183 institutions checked the list. Table XXXV reports the responses. For each type of problem the number of institutions checking it first or second is given, and the percentages of the 183 institutions checking each problem as first or as first or second are given.

The responses indicate a very strong expectation that the greatest problems will be "adjustment to undergraduate routine" and "emotional reactions." The two categories are, obviously, very closely related. They might well be combined as "emotional maladjustment to routine and regulations of the immature undergraduate group," and approximately 69 percent of the institutions rank this first among the returning veteran problems. The comparatively low ranking of "standards of conduct" and of "disinterest in cultural studies" indicates that college administrators judge these problems as of less significance than general opinion seemed to anticipate.

Many institutions listed other problems which they expect to face in dealing with the returning veteran. Two institutions volunteered the comment their experiences so far gave no evidence that veteran problems will be any more serious than those of non-veteran students. All of the additional problems listed fall into the following categories:

- (1) Expecting too much credit for military service.
- (2) Wanting only vocational training.
- (3) Restlessness in seeking a money-making career.
- (4) Eagerness for speed in completing their educations.
- (5) Housing, particularly for those with wives and children.
- (6) Need for refresher, review, and upgrading work.
- (7) Physical and health handicaps.
- (8) Impatience and demand for effective and alert teaching.

TABLE XXXV

EXPECTED DIFFICULTIES VETERANS WILL MEET
IN COLLEGE

| Veteran Problems | Percent of 183 Institutions Ranking Problem | |
|-------------------------------------|---|-----------------|
| | First | First or Second |
| Adjustment to undergraduate routine | 39 | 61 |
| Emotional reactions | 30 | 56 |
| Social experiences, relationships | 11 | 31 |
| Standards of conduct | 10 | 26 |
| Disinterest in cultural studies | 10 | 25 |

3. *Procedures for administering academic work of veterans.* Each institution was asked to indicate whether or not it was considering or had decided upon any one of five proposed adjustments of academic work that have been discussed in conferences and the literature on the postwar veteran problems. Since the question was so worded that no answer meant that the adjustment was not planned, it may be assumed that failure to answer on the part of institutions which did answer most of the questions of this section means an answer of "no." An average of 185 institutions answered the questions of this section. Table XXXVI reports the number of "yes" answers and the percentages based on a total of 185.

The responses clearly indicate a determination on the part of the colleges and universities of the Association to

TABLE XXXVI

INSTITUTIONS CONSIDERING OR ADOPTING ANY OF
FIVE ADJUSTMENTS OF ACADEMIC WORK
FOR VETERANS

| <i>Adjustments</i> | <i>Percent of 185</i> |
|--|-----------------------|
| More extensive guidance facilities for returning veterans than for non-veteran civilians | 60 |
| Different standards of classroom routine for returning veterans and non-veteran civilians | 14 |
| Separately organized educational programs for returning veterans and non-veteran civilians | 12 |
| Different standards of campus behavior for returning veterans and non-veteran civilians | 6 |
| Separately organized social and activity programs for returning veterans and non-veteran civilians | 5 |

adhere to normal academic procedure in the handling of veterans, and particularly a determination not to segregate them in any of the areas of college life. Only in the case of increased guidance facilities will there be marked difference of treatment of the veteran and of the non-veteran groups. There will be very few instances of different standards of classroom routine or of separately organized classes for veterans, and almost no instances of different standards of conduct or of separate programs of social life or activities. Many institutions expressed themselves very strongly against separate programs in such statements as these:

Any (separate standards) would be a serious error.

Definitely do not want (separate standards).

There will be no segregation here.

Our programs will not discriminate.

Several institutions wrote in other adjustments or statements of policy with reference to veterans. They fall almost entirely into the following categories:

(1) Special adjustment sections for veterans in Freshman year.

(2) An orientation course to civilian life, careers, and to college.

(3) Greater opportunity for acceleration for veterans.

(4) Special entrance examinations and more liberal permission for advanced standing examinations.

(5) Provision of special terminal vocational curricula for veterans.

(6) Understanding regard for the maturity of veterans in the nonessentials of the college life and program.

4. *Increased personnel service.* Each institution was asked to indicate whether or not it was considering or had adopted any one of five specific types of improved personnel service for all students in the postwar period. This question, likewise, was so worded that failure to answer obviously meant an answer of "no." A total of 179 institutions checked at least one of the items. Therefore the percentage of "yes" answers in Table XXXVII is based on this number.

TABLE XXXVII

INSTITUTIONS CONSIDERING OR ADOPTING ANY OF FIVE TYPES OF IMPROVED PERSONNEL SERVICE FOR ALL STUDENTS

| <i>Types of Improved Personnel Service</i> | <i>Percent of 179</i> |
|--|-----------------------|
| Increased diagnosis of vocational potentialities | 88 |
| Increased course or counseling provisions to help students form a philosophy of life | 75 |
| Increased health service facilities | 70 |
| Coordination with non-campus agencies to provide vocational experience and internships | 63 |
| Increased mental health service in the form of psychiatric service | 48 |

The responses indicate that the critical areas of personnel service and the attempted increase of personnel service for veterans will center about the following: (1) diagnosis and vocational counseling, (2) provision to aid students in forming a guiding philosophy of life, and (3) facilities for diag-

nosis and improvement of physical and mental health. In view of the large percentages concerned with these factors of personnel service, they may be judged to constitute one of the most widespread sets of problems uncovered by this canvass of the colleges and universities of the Association.

VIII. COMMUNITY RELATIONSHIPS

1. *Do you think colleges should assume a more active role in educating public opinion on pressing issues after the war?* The responses to this question by 187 of the 201 institutions making returns indicate an almost universal opinion that the colleges should assume a more active role. Approximately 77 percent respond with an unqualified "yes," and another 18 percent say "probably yes." Only two institutions said "no." They are a teachers college and a small denominational college in rural areas. Of the eight institutions which are uncertain, seven are located in small communities.

2. *Does your institution plan to take a more active role in educating public opinion after the war?* This question was answered by 180 of the 187 institutions which replied to the previous question. The seven institutions not responding may well be classified as uncertain. The relationship of the responses to this question and to the preceding question,

TABLE XXXVIII

INSTITUTIONS FAVORING AND PLANNING A MORE ACTIVE ROLE IN EDUCATING PUBLIC OPINION

| <i>Favor of Plan</i> | <i>Favoring Percent of 187</i> | <i>Planning Percent of 187</i> |
|----------------------|------------------------------------|------------------------------------|
| Yes | 77 | 50 |
| Probably yes | 18 | 36 |
| No | 1 | 2 |
| Uncertain | 4 | 12 |

as shown in Table XXXVIII, is revealing. It very likely indicates a lack of knowing how to educate public opinion. Whereas 77 percent definitely feel that the colleges should have a more ac-

tive role, only 50 percent are prepared to say positively that they will assume such a role. The combined "yes" and "probably yes" answers to each of the questions, however, show a fairly close relationship between convictions and hoped-for execution.

Of the three institutions which answer with a definite "no," two of them had answered "yes" to the preceding question. Similarly, ten of the twenty-three institutions that appear to be "uncertain" about what they will do had answered "yes" or "probably yes" to the preceding question. The conclusion obvious from the responses to the two related questions is that almost all colleges and universities, except a few in small communities, think that the colleges should assume a more active role in educating public opinion, but that very many are not so certain that they will actually do anything about it.

3. *Is your institution planning increased facilities for training in public service, particularly in government services?* Only 174 institutions answered the question, compared with an average of 185 for other questions in this section of the questionnaire, undoubtedly indicating more uncertainty concerning what individual colleges would do. The percentages of answers of "yes" or "probably yes," however, point to a vastly increased activity in training people for public and government services. Only 24 percent of the 174 institutions were prepared to make a statement definitely excluding the introduction of such programs, whereas 31 percent replied with an unequivocal "yes," and another 25 percent said "probably yes." The percentage of uncertain institutions was large, 20 percent of the 174 answering this question.

A very considerable number of institutions stated briefly what their plans involved. Significant statements,

covering all types of programs, are as follows:

- (1) Introducing a Social Service curriculum.
- (2) Adding courses in International Relations.
- (3) Expanding in the field of political science, particularly in international relations and in training for government positions.
- (4) We shall stress public service as a career.
- (5) A School of Citizenship is in our planning.
- (6) Considering a Division of Public Administration.
- (7) Preparing to train social workers, science and social science technicians, and also for diplomatic service.
- (8) Setting up an Institute of American Citizenship to train for public service as well as for better citizenship.
- (9) Establishing fields of concentration in public administration and foreign service.
- (10) A sub-committee on civil service is now at work to see how we can prepare people for government positions.
- (11) Have a government service curriculum now in the School of Business and Public Administration.
- (12) Hope to train for certain phases of government service, such as diplomatic and consular service.
- (13) Arranging with city departments for training experience of graduate students.
- (14) Training for leadership in industrial relations.
- (15) Have reached a tentative arrangement whereby the City Manager and selected officials will teach, and the city will employ as internees students interested in public administration.
- (16) We are considering a Department of Public Service. In it we shall stress less direct effects on public opinion and shall emphasize needs and opportunities for service off the campus.

4. *As occurred after the last war, do you anticipate pressure or public opinion to hamper institutional freedom?* The replies of 178 of the 201 institutions do not point to a marked apprehension concerning pressure that will interfere with the freedom of colleges and universities. Only 12 percent are prepared to state definitely that they do foresee such pressure. These, added to the institutions which answer "probably yes," total only a third of the institutions which answered the question. On the other hand, almost half state

without qualification that they do not look forward to such hampering pressure. The responses are reported in Table XXXIX.

TABLE XXXIX
ANTICIPATED PRESSURE OF PUBLIC OPINION ON
INSTITUTIONAL FREEDOM

| <i>Expect Interference</i> | <i>Percent of 178</i> |
|----------------------------|-----------------------|
| Yes | 12 |
| Probably yes | 21 |
| No | 47 |
| Uncertain | 20 |

1941-42. The total faculties of 1944-45 were 86 percent of those in 1941-42, with percentages for individual departments ranging from 69 percent in Classical Languages and Economics to 99 percent in Physics and 93 percent in Mathematics. Not all institutions, however, had smaller faculties in 1944-45 than in 1941-42. Approximately 9 percent, fifteen institutions, had identical faculties in both years, and 16 percent, twenty-eight institutions, had

TABLE XL
SIZES OF DEPARTMENTAL FACULTIES IN 173 INSTITUTIONS IN 1941-42, 1944-45

| Department | Number of Faculty 1941-1942 | Number of Faculty 1944-1945 | 1944-1945 as Percent of 1941-1942 |
|---------------------|-----------------------------------|-----------------------------------|---|
| Art | 372 | 343 | 92 |
| Chemistry | 700 | 577 | 82 |
| Classical Languages | 233 | 161 | 69 |
| Economics | 461 | 313 | 69 |
| Education | 813 | 717 | 88 |
| English | 1152 | 1025 | 88 |
| Geography | 154 | 129 | 84 |
| History | 519 | 434 | 84 |
| Mathematics | 615 | 570 | 93 |
| Modern Languages | 728 | 633 | 87 |
| Physics | 394 | 391 | 99 |
| Political Science | 233 | 180 | 77 |
| Sociology | 274 | 249 | 91 |
| Zoology | 469 | 397 | 85 |
| TOTAL | 7117 | 6119 | 86 |

IX. MISCELLANEOUS COLLEGE
PROBLEMS

1. *Sizes of college and university departmental faculties in 1941-42 and in 1944-45.* Each institution was asked to give the equivalent full-time faculty members in each of the departments listed below for 1941-42 and for 1944-45. A total of 173 institutions gave the numbers for both years. The data are reported in Table XL.

In no department, therefore, were the total number of faculty members in 1944-45 equal to the total number in

larger faculties in 1944-45 than in 1941-42. The smaller institutions more commonly kept their faculty numbers up or increased them; the larger ones generally had smaller faculties in 1944-45. The forty-three institutions which had the same size faculties in 1944-45 as in 1941-42, or larger ones, had averaged twenty-seven faculty members per institution, compared with an average 1941-42 faculty of forty-six members for the 130 institutions in which faculties decreased.

2. *Sizes of college and university faculties in 1941-42 and planned for after the*

war. A total of 120 institutions reported numbers of departmental faculties in 1941-42 and the anticipated numbers after the war, indicating, as well, the number of new faculty members exclusive of those on leave needed for each department. The data are reported in Table XLI.

This group of 120 institutions anticipates increases in their faculties averaging 10 percent in the postwar period over the 1941-42 faculties. Increases in departmental staffs in the postwar period, apparently, will be notably greater in the fields of Geography and Political Science, will be considerably larger in Art, Physics, and Chemistry, and will be at least somewhat greater in every other department except in the fields of Sociology and Classical Languages.

These 120 institutions constitute 36 percent of the total accredited membership of higher institutions in the North Central Association. If the same proportions of new faculty members obtain in all of the colleges and universi-

ties, the need for new faculty members in the total group of 309 institutions will be approximately as follows:

| Departments | Number |
|---------------------|--------|
| Art | 138 |
| Chemistry | 422 |
| Classical Languages | 36 |
| Economics | 216 |
| Education | 186 |
| English | 325 |
| Geography | 80 |
| History | 125 |
| Mathematics | 169 |
| Modern Languages | 194 |
| Physics | 177 |
| Political Science | 108 |
| Sociology | 122 |
| Zoology | 141 |
| Total | 2,439 |

3. *Officers and administrators needed.* Each institution was asked to indicate by checking the list of officers or administrators, whether or not it would be seeking someone for an equivalent position after the war. Only 111 institutions checked one or more of the proposed positions. Since it is probable that failure to check any position may

TABLE XLI
SIZES OF DEPARTMENTAL FACULTIES IN 120 INSTITUTIONS IN 1941-42, AFTER THE WAR,
AND NUMBER OF NEW FACULTY MEMBERS NEEDED

| Departments | Number of Faculty 1941-42 | Number of Faculty after War | After War as Percent of 1941-42 | New faculty Members Needed | New as Percent of Total |
|---------------------|---------------------------------|-----------------------------------|---------------------------------------|----------------------------------|-------------------------------|
| Art | 228 | 269 | 118 | 50 | 5.7 |
| Chemistry | 460 | 518 | 113 | 152 | 17.1 |
| Classical Languages | 127 | 124 | 98 | 13 | 1.5 |
| Economics | 286 | 317 | 111 | 78 | 8.8 |
| Education | 542 | 590 | 110 | 67 | 7.6 |
| English | 774 | 855 | 110 | 118 | 13.4 |
| Geography | 96 | 122 | 127 | 29 | 3.5 |
| History | 319 | 354 | 111 | 45 | 5.2 |
| Mathematics | 409 | 437 | 107 | 61 | 6.4 |
| Modern Languages | 434 | 464 | 107 | 70 | 8.0 |
| Physics | 261 | 303 | 116 | 64 | 7.3 |
| Political Science | 136 | 171 | 126 | 39 | 4.5 |
| Sociology | 210 | 197 | 94 | 44 | 5.1 |
| Zoology | 287 | 296 | 103 | 51 | 5.9 |
| TOTAL | 4569 | 5017 | 110 | 881 | |

mean that the institution will not be seeking appointees for any of the positions, percentages are based on the 173 institutions which filled out the equivalent information for faculties in 1941-42 and 1944-45. In an effort to arrive at the number of possible openings for these specific positions in the postwar college staffs, Table XLII gives the number of institutions saying they will need appointees for each position, and the number of openings there will likely be if the proportion obtains for the 309 accredited institutions.

TABLE XLII

OPENINGS IN ADMINISTRATIVE POSITIONS IN 713
INSTITUTIONS AND ESTIMATED NUMBERS IN ALL
ACCREDITED INSTITUTIONS

| <i>Positions</i> | <i>Number for 173</i> | <i>Estimated for 309</i> |
|--------------------------|---------------------------|------------------------------|
| Athletic Coach | 37 | 65 |
| Public Relations Officer | 34 | 62 |
| Personnel Director | 27 | 46 |
| Professional Counsellor | 21 | 37 |
| Dramatic Director | 18 | 31 |
| Music Director | 12 | 22 |
| Business Manager | 8 | 15 |
| Sports Director | 8 | 15 |
| Registrar | 7 | 12 |
| Purchasing Agent | 4 | 6 |

4. *Do you plan a building program after the war?* This question was answered by 188 institutions, or 93 percent of the total number returning the questionnaire. The high percentage of response would seem to indicate definiteness concerning plans. An extraordinarily large percentage of these 188 institutions, 91 percent, say definitely that they plan a building program after the war, whereas only sixteen institutions, 9 percent, say they will do no building immediately after the war. This planned expansion among the institutions as a group is clearly unprecedented.

5. *Estimates of building program costs.* Institutions planning building programs were asked to give estimates

of costs. A total of 122 institutions did give estimates as follows:

| <i>Estimates</i> | <i>Number</i> |
|----------------------|---------------|
| Below 500,000 | 44 |
| 500,000- 999,000 | 30 |
| 1,000,000- 1,999,000 | 20 |
| 2,000,000- 4,999,000 | 21 |
| 5,000,000-30,000,000 | 7 |
| Total | 122 |

These 122 institutions report building plans totaling \$213,525,500. The seven institutions reporting plans of \$5,000,000 or more are municipal or state tax-supported institutions. Their average reported expenditure is approximately \$14,000,000 per institution. The average plan for the remaining 117 institutions calls for approximately \$1,000,000. If the proportion of expenditure is the same for the fifty institutions which did not give estimates, and if an equivalent percentage of those institutions which did not return the questionnaire have building plans, it would appear that postwar building plans of institutions accredited by the North Central Association will approximate \$500,000,000.

6. *Types of buildings planned.* In answer to the request to list of buildings included in the plans 154 institutions wrote in brief descriptions of their building plans. The distribution of buildings reported is given in Table XLIII.

The numbers given in Table XLIII represent the numbers of institutions reporting certain types of buildings, not the number of proposed buildings of each type. Some institutions speak of several dormitory buildings and of more than one classroom or science building. It would appear from these data that more than half of the North Central institutions will be planning dormitory buildings, and that in the neighborhood of one-fourth of them will likewise be planning libraries,

TABLE XLIII
NUMBERS OF INSTITUTIONS PLANNING SPECIFIC
TYPES OF BUILDINGS

| <i>Buildings</i> | <i>Number</i> |
|-------------------|---------------|
| Dormitories | 105 |
| Libraries | 54 |
| Classroom | 49 |
| Science | 45 |
| Auditorium | 43 |
| Gymnasium | 38 |
| Student Union | 34 |
| Fine Arts | 23 |
| Heating Plant | 17 |
| Music | 14 |
| Administration | 12 |
| Health Service | 11 |
| Field House | 9 |
| Swimming Pool | 8 |
| Home Economics | 8 |
| Engineering | 6 |
| Cafeteria | 4 |
| Faculty Homes | 4 |
| Vocational | 4 |
| President's House | 2 |
| Stadium | 2 |
| Hangar | 2 |
| Nursery School | 1 |
| Total | 495 |

classroom and science buildings, auditoriums, and gymnasiums.

7. *Intercollegiate athletics*. Each institution was asked to indicate (1) which intercollegiate sports were engaged in before the war, (2) which ones were dropped during the war, and (3) which ones were to be resumed after the war. Eliminated from the study were all women's colleges, all junior colleges, one art college, and one seminary. Only seven men's or coeducational institutions failed to reply to this section of the questionnaire. This

limitation to relevant institutions provides replies from 153 men's or co-educational colleges and universities. Table XLIV reports the percentages of these institutions having had, having dropped, intending to have after the war, and doubtful about policies after the war for each of the four sports.

Using numbers of institutions involved, the picture of intercollegiate athletics in these 153 institutions is as follows:

(1) *Baseball*. A total of ninety-five had baseball before the war; fifty-two of these dropped it during the war; and forty-five of those fifty-two definitely will resume, while three are doubtful and four definitely will not resume. Of the fifty-eight institutions which did not have intercollegiate baseball before the war, fifty-one will not introduce it, four are doubtful, and three will introduce it. Therefore ninety-five had baseball before the war; ninety-one will certainly have it after the war; and seven are doubtful.

(2) *Basketball*. A total of 151 institutions had basketball before the war; fifty-four dropped it during the war; and fifty-two definitely will resume, while one is doubtful and one will not resume. Only two institutions did not have basketball before the war. Neither will start it after the war. Therefore 151 had basketball before the war; 149 will certainly have it after the war; and one is doubtful.

(3) *Football*. A total of 142 institutions had football before the war;

TABLE XLIV
PERCENTAGES OF 153 RELEVANT INSTITUTIONS HAVING HAD, HAVING DROPPED,
AND RESUMING INTERCOLLEGIATE SPORTS

| Status of Athletics | Baseball | Basketball | Football | Track |
|------------------------------|----------|------------|----------|-------|
| Had before the war | 62 | 99 | 94 | 89 |
| Dropped during the war | 55 | 36 | 59 | 60 |
| Planned after the war | 59 | 98 | 90 | 89 |
| Doubtful about after the war | 7 | 1 | 3 | 3 |

eighty-four dropped it during the war; and eighty definitely will resume, while three are doubtful and one will not resume. Of the eleven institutions which did not have intercollegiate football before the war, nine will not introduce it, two are doubtful. Therefore 142 institutions had football before the war; 138 will certainly have it after the war; and three are doubtful.

(4) *Track.* A total of 136 institutions had track before the war; eighty-two dropped it during the war; and eighty definitely will resume, while one is doubtful and one will not resume. Of the seventeen institutions which did not have intercollegiate track before the war, twelve will not introduce it, one will introduce it, and four are doubtful. Therefore 136 institutions had track before the war; 135 will certainly have it after the war; and five are doubtful.

8. *Important plans and projects for the postwar period.* Each institution was asked to state briefly important plans and projects either to solve current problems or to develop new facilities and services. Very many institutions made statements. They cover the whole area of postwar college problems and development. Selected statements which are significant and which may be of interest and help to member institutions are quoted:

(1) We are developing an internship plan of training for seniors and graduate students who may be employed part time on research projects leading to the M.S. degree.

(2) Planning a social research institute.

(3) Coordination of various departments with the community activities to which they are related.

(4) Appointing a vocational guidance and placement officer, and integrating and improving the counseling service.

(5) Planning a summer school as follows: "Vacation with culture" for adults wishing vacation in pleasant surroundings with lectures, music, and recreation.

(6) Larger area of service in preparing students for the following Christian services:

Director of Church Music, Group Leadership, Church Secretaries.

(7) Our College Development Program is to provide funds for three new buildings, to strengthen and increase offerings in engineering and technical training in business administration, in home economics, art, and physical education.

(8) This college is not making any unusual changes in or additions to its offerings to meet current or postwar problems. The college is taking stock of its offerings, its teaching methods and activities along all lines.

(9) Faculty committees by divisions now at work on exploring improvements in first two years of college work with possibility of developing a few divisional survey courses for general education.

(10) The main objectives of our curricula revisions will be to treat exceptional students in an individual manner and to permit greater opportunity for liberal studies in the professional curricula.

(11) Contrary to common practice among teachers colleges, we are not entering the field of liberal arts education or graduate study. It is our intent to develop a strong undergraduate institution devoted entirely to the professional training of teachers.

(12) Organization of the Institute of American Citizenship, under a \$200,000 grant to be utilized over a period of five years, will enable this college to make an outstanding contribution to the solution of the country's greatest postwar problem: training for citizenship in a democracy, a training which demands that all citizens be educated broadly, at the same time they are educated professionally and technically. The Institute will train teachers, engage in adult education, and offer work to regular students.

(13) Cooperation between placement office and student advisers to increase efficiency of vocational guidance; vocational exploration program for prospective students.

(14) Development of a radio station.

(15) Increasing use of Frequency Modulation facilities for educational purposes.

(16) We are planning to give increased attention to the mental and physical health of all students. The plan also embraces greatly increased emphasis in our medical school on health research and public health service to the state.

(17) Contemplating a modified agricultural program, since this institution serves an agricultural area.

(18) Rural life appreciation to be fostered by course grouping for those expecting to live in country or small towns.

(19) Natural Resources Research Institute recently established to study natural resources,

particularly mineral and related, and to stimulate and aid in their industrial development.

(20) Hope to increase opportunities for international scholarships.

(21) Addition to personnel in the field of counseling as an integral part of the students' program and in integrating the academic, personal, and vocational possibilities of the campus.

(22) Furthering our in-service training of present faculty together with hiring of new and better-trained faculty.

(23) A large emphasis upon community service and adult education.

(24) Complete organizing of all curricula so as to make them more functional in the direction of specific career preparation by providing at least a modicum of vocational elements for those who do not plan to enter professional school.

(25) We are attempting to place increased emphasis on in-service training of teachers through extension service and professional publications.

(26) System of adult contacts in major fields to facilitate social, civic, and economic adjustment of graduates. Field work requirement to be instituted in as many departments as possible.

(27) Development of a new counseling program in which a large number of faculty members are devoting half time to counseling. Also development of a Board of Examiners who will prepare comprehensive examinations.

(28) We plan to give attention in cooperation with the interested state authorities to conservation of forests, soils, wild life, and the water supply of the state.

(29) Plans are being made for more extensive adult education, particularly in off-campus programs. Plans are under way to establish a radio station, for more extensive visual education, more bulletin service.

(30) More research projects, and in closer cooperation with industry.

(31) A shift of emphasis in program organization from departmental boundary integrity to service to students and constituency.

(32) Hope to develop present Home Economics and Nursery School with related departments to strengthen preparation for home and family life.

(33) Starting student cooperatives.

(34) Organization of a college-wide personnel and placement service to serve the entire student body. With this an expansion of the testing and guidance program.

(35) Exploring possibilities of utilizing more extensively audiovisual aids in instruction and greater emphasis on adult education.

(36) Introducing Aeronautical Engineering and Electronics.

X. OBSERVATIONS AND RECOMMENDATIONS

The preceding sections of the report have been presented as objectively as possible. They are limited almost exclusively to reporting data submitted in the questionnaires. The committee feels that its work would be incomplete without pointing out the more significant facts and trends revealed, and recording its reactions and recommendations concerning them.

1. Openmindedness and liberalism, tempered by caution, characterize the college reactions to wartime experiences and the anticipated problems of the postwar years. Equally marked is the high degree of concern for standards and academic integrity. These threads of liberalism, caution, and educational ideals are most apparent in the extensive questioning and planning for the future, the introduction of qualitative admission standards, the incorporation of new teaching procedures, the sympathetic yet firm treatment planned for veterans, and the continued examination and revision of the liberal arts program. These attitudes are considered healthy and promising by the committee. Though there are areas which need immediate study and a few trends which cause concern, the total view is assuring as to both progress and integrity in educational developments.

2. Cooperative planning within institutions and among closely related ones appears to have been somewhat ineffectual. Apparently exaggerated autonomy helps to divorce an institution from its clientele and its community, and discourages actual cooperation among colleges and universities with common interests. There is little evidence that student, alumni, or community sources were used in planning; and alleged planning among closely related institutions appears to have been so in-

effective that many administrators did not recognize it as such. Closer acquaintance and more frequent exchange of opinion within and among institutions, however, have undoubtedly led to some progress in cooperative planning. It is hoped that this experience will eventually lead to effective cooperation on a much increased scale.

3. In the opinion of the committee, the most critical problem of postwar planning is that of objectives. In the solution of this problem the colleges appear to have made little headway in determining what they should do before undertaking to do it. Some 150 administrators gave statements descriptive of their current liberal arts objectives. Some of these were probably made in haste and do not reflect the full thought of either the administrator or the college group. The statements reveal the extremes of uncertainty and self assurance. Many are vague, confused, and breathe a fanciful idealism. Collectively they exhibit all but irreconcilable differences of opinions, embracing, as they do, about every possible objective of education: citizenship, Christian living, command of tools, useful vocational training, social consciousness, development of personality, knowledge of man's achievements, mental discipline, freedom of the spirit, international mindedness, moral discipline, adaptability to a changing world, broad information, maturity in appreciation, and others. The committee, therefore, recommends that member institutions intelligently and penetratingly study and discuss liberal arts objectives before adopting policies.

4. The committee views with satisfaction the trend in admission policies toward individual treatment of the student on the basis of his particular preparation and readiness for college. It feels that this cautious movement

toward admitting properly selected nongraduates of high school is sound, and that its adoption by so many strong institutions will make this procedure very general in the postwar years. On the other hand, the committee looks with apprehension on the current floundering, confusion, and variations in policies, and on the incipient low standards of some institutions in the admission of nongraduates. The lack of a definite policy is creating serious problems for both colleges and high schools; it invites abuses that may later be difficult to eradicate. The committee recommends that the Association take steps to solve this immediate problem and others closely related to it, such as, the differences among standards for high schools in the different states, the undue insistence in some professional quarters and in state laws on the high school diploma, and the development of dependable measures of maturity or readiness for higher education.

5. Though the committee recommends no legislation that will hamper reasonable freedom of action, it wishes to call the attention of the Association to the majority opinion of member institutions, which favors the Association taking some action directed toward bringing about a degree of uniformity among institutional calendars. Along with many member institutions, it is apprehensive about the growing variations in the length of college semesters, and it recommends that acceptable practice, disrupted by war adjustments, be again defined.

6. The committee notes with satisfaction the movement in the liberal arts colleges toward breaking down hampering departmental barriers, and in the stronger technical institutions toward increasing the liberal arts content of their programs. The liberal arts colleges are moving the more rapidly in

these converging trends. The committee records the judgment, however, that the mere elimination of departmental lines in administration and curriculum will not necessarily improve liberal education unless positively supplemented by intelligent and effective interdepartmental collaboration.

7. The committee is glad to record that there is no trend toward reduction of the proportion of faculty members devoted to the humanities nor a stampede toward technological and vocational appointments. Although most of the new fields of training reported are vocational or technological, they are being introduced by teachers colleges and junior colleges far more than by liberal arts colleges. The liberal arts colleges themselves appear to have been strong enough in their convictions to have withstood the transitory disbalance of technology during the war. The committee recognizes that the induction of so many new faculty members into the college field calls for careful discernment, for programs of in-service training and orientation. It further records its concern that there be in the Association a program of recruiting some of our finest and most representative students for college teaching. It is suggested that this program might be in cooperation with the plans for college teacher recruitment already announced by the Association of American Colleges.

8. The committee commends the introduction of significant new fields of instruction in liberal arts, but it considers unwise the further multiplication of qualified and semi-professional degrees. It recommends that the Association study the whole question of degrees conferred by member institutions. The almost universal openmindedness concerning new procedures of instruction is also praiseworthy, especially when these are considered in relation to

liberal arts objects and not simply carried over in the forms found effective for other purposes. The trend toward an increased reliance on examinations the committee regards favorably, particularly as it implies achievement and mastery as educational goals, rather than what is often largely time service. The trend toward materially increased physical education requirements is, correspondingly, looked upon with some concern. A blanket increase of hours per week for larger student groups seems in many cases to be without apparent relation to the objectives of the college, the effectiveness of the increased programs, or the needs of individual students. In this area of planning, the colleges may be giving too little thought to re-evaluating procedures which were desirable to a nation engaged in total war.

9. With few exceptions the colleges manifest a commendable integrity in dealing with the problem of credit to veterans. The attitudes expressed concerning the education of veterans and the opposition to dealing with them as other than normal students are equally gratifying. The trend toward improved personnel service for all students is marked and assuring. It is significant that a majority will seek in this way to provide more help for students in forming a philosophy of life. The committee hopes that this healthy movement will not insinuate into the colleges any thought that guidance toward this end and in conformity with educational objectives is the responsibility of any unit less than the total of faculty members and facilities of the institution. Similarly, the trend toward increased provisions for mental health and psychiatric service is wholesome. The committee feels, however, that the present inadequate supply of competent psychiatrists available in the college field may lead to some disappointment if

expansion is rapid. The committee recommends that the urgent question of personnel service be further studied; with the aim of defining and improving standards of performance, of clarifying the desirable backgrounds for those employed in this service, and of fostering desirable training programs.

10. The desirable and widespread conviction that the colleges should assume a more active role in educating public opinion is largely emasculated by the uncertainty among institutions as to how to take action. The committee recommends studies and reports from institutions performing such services. The colleges anticipate very little public pressure on them after the war of a kind to hamper their freedom of action. This is very encouraging, but only time will reveal the correctness of this opinion.

11. The building plans of North Central Association institutions are enormous and, in the judgment of the committee, involve definite risks. Investing available funds too freely in material things which are not essential to the educational program, or building beyond ascertained needs, may involve the institution in serious and long-term

effects. The institutions of this group plan postwar faculties only 10 percent larger than before the war, yet they plan building programs to cost hundreds of millions. The committee believes that these programs are excessive and constitute hazards to educational standards and growth. In view, however, of the widespread building that is inevitable, it recommends that the Association establish an advisory or consultative service to assist member institutions to build wisely and economically.

12. In contrast with the general forward trend of sound thinking and academic integrity among the North Central Association institutions, the handling of athletics seems headed backward to conditions prevailing before the war. It is dependably reported that some institutions plan to revive the worst features of athletics, namely, athletic scholarships and the training table. The committee views such measures with strong disapproval. Since the postwar athletic policies are so notably out of line with the general tone of college thinking for the postwar years, it is probable that their root may be found in unhealthy pressures from without.

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 2. The Supply of and the Demand for Teachers during the Emergency
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 4. Better Colleges, Better Teachers
 5. A Study of In-Service Education
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 - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications Sponsored by the Commission on Colleges and Universities
 - A. Evaluation of Higher Institutions, Vols. 1-7. Chicago: University of Chicago Press
 1. *Principles of Accrediting Higher Institutions*, by GEORGE F. ZOOK and M. E. HAGGERTY, 1936. Pp. 202. \$2.00
 2. *The Faculty*, by M. E. HAGGERTY, 1937. Pp. v+218. \$2.00
 3. *The Educational Program*, by M. E. HAGGERTY, 1937. Pp. v+335. \$3.00
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 - B. *Revised Manual of Accrediting*, July 1941; \$3.00, including later revised pages. Available from office of the Secretary of the Commission on Colleges and Universities
 - C. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00

¹ Unless otherwise indicated, address communications to the Executive Secretary, North Central Association of Colleges and Secondary Schools, Administration Building, University of Nebraska, Lincoln, Nebraska.

D. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers at the office of the Secretary of the Commission on Colleges and Universities without cost

1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941
2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
3. "Periodicals for the College Library," prepared for the Committee on Revision of Standards by DOUGLAS WAPLES
4. "Changes in Enrollments over a fifteen-year Period in Institutions Accredited for 1936-37 by the North Central Association," by WM. J. HAGGERTY and GEO. A. WORKS
5. "An Analysis of the Library Data of the Higher Institutions of the North Central Association for the Year 1933-34," by WM. J. HAGGERTY and GEO. A. WORKS
6. "Colleges and Students—A Summary of Data Concerning the Number and Distribution of Students and Higher Institutions in the United States for the Period 1921-22 to 1935-36, with Special Reference to the Territory Served by the North Central Association," by WM. J. HAGGERTY and A. J. BRUMBAUGH
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13. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON
14. "An Analysis of the Library Data of the Higher Institutions for the North Central Association for the Year 1941-42," by D. M. MACKENZIE and A. J. BRUMBAUGH

V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies

- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Looseleaf. Order from G. P. Tuttle, 363 Administration Building (W), Urbana, Illinois. \$3.00
- B. Publications of Cooperative Study of Secondary School Standards. Available from 744 Jackson Place, Washington, D. C.
 1. *Evaluation of Secondary Schools: General Report*, \$3.50
 2. *Evaluation of Secondary Schools: Supplementary Reprints*, \$1.50
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INDEX TO VOLUME XX

- Accredited Higher Institutions Outside NCA Territory, 51-62.
- Annual Report of the Secretary of the Commission, 15-22.
- Association of American Universities, The, 58-62.
- Association Notes and Editorial Comments, 1-7, 143-49, 195-202.
- Bail, P. M.—An Effective Health Education Program, 176-77.
- Boardman, Charles W.—Some Postwar Problems of the Secondary School, 203-10.
- Book Reviews, 263-67.
- Brumbaugh, A. J.—“Why Be a College President?” 282-90.
- Constitution of the Association, The, 133-39.
- Cook, Lloyd Allen—The Study of Inter-group Relations, 180-81.
- Cooper, Russell—The Liberal Arts College Study Goes On, 162-66.
- Emens, John R.—History, Current Activities, and Future Services of the Commission on Research and Service, 150-57.
- Eye, Glen G.—The Fundamentals of Mathematics, 174-75.
- Franzén, Carl G. F.—The North Central Association and The Cooperative Study of Secondary School Standards, 214-27.
- Fundamentals of Mathematics, The, Glen G. Eye, 174-75.
- Gage, H. M.—A Vital Report: “Better Colleges—Better Teachers,” 167-70.
- Garretson, O. K.—Statistical Summary of Annual Reports from Secondary Schools, 1944-45, 251-62.
- Harnly, Paul W.—Improving Instruction through In-Service Education of Teachers, 178-79.
- Health Education Program, An Effective, P. M. Bail, 176-77.
- History, Current Activities, and Future Services of the Commission on Research and Service, John R. Emens, 150-57.
- Improving Instruction through In-Service Education of Teachers, Paul W. Harnly, 178-79.
- Jacobson, Paul B.—Suggestions for Using “Attacked Reading Problems in Secondary Schools,” 171-73.
- Lessons from the Army Universities in Europe, John Dale Russell, 291-300.
- Liberal Arts College Study Goes On, Russell Cooper, 162-66.
- List of Accredited Institutions of Higher Education, 38-50.
- List of Approved Secondary Schools, 76-132.
- Mallon, Wilfred, S.J.—Report of The Committee on Postwar Education, 301-35.
- Maul, Ray C.—Supply and Demand for Teachers, 184-92.
- McVey, William E.—The Revision of the Policies, Regulations, and Criteria, 211-13.
- Middle States Association of Colleges and Secondary Schools, 51-52.
- New England Association of Colleges and Secondary, The, 53.
- North Central Association and the Cooperative Study of Secondary School Standards, The, Carl G. F. Franzén, 214-27.
- Northwest Association of Secondary and Higher Schools, The, 57-58.
- Official Roster of the Association, 8-14.
- Operation of the Accrediting Procedure, 29-37.
- Policies, Regulations, and Criteria for the Approval of Secondary Schools, 67-75.
- Proceedings of the Commission on Colleges and Universities, 15-50.
- Proceedings of the Commission on Secondary Schools, 63-132.

- Professional Activities of the State Committees, 228-50.
- Publications of Experimental Unit Studies as an Educational Service, The, J. E. Stonecipher, 158-61.
- Publications of the North Central Association, 140-41, 193-94, 336-37.
- Reciprocity in Teacher Certification, T. M. Stinnett, 182-83.
- Report of The Committee on Postwar Education, Wilfred M. Mallon, S.J., 301-35.
- Revision of the Policies, Regulations, and Criteria, The, William E. McVey, 211-13.
- Russell, John Dale—Lessons from the Army Universities in Europe, 291-300.
- Some Postwar Problems of the Secondary School, Charles W. Boardman, 203-10.
- Southern Association of Colleges and Secondary Schools, The, 53-56.
- Statement of Policy Relative to the Accrediting of Institutions of Higher Education, 23-28.
- Statistical Summary of Annual Reports from Secondary Schools, 1944-45, O. K. Garretson, 251-62.
- Stinnett, T. M.—Reciprocity in Teacher Certification, 182-83.
- Stonecipher, J. E.—The Publication of Experimental Unit Studies as an Educational Service, 158-61.
- Study of Intergroup Relations, The, Lloyd Allen Cook, 180-81.
- Suggestions for Using "Attacking Reading Problems in Secondary Schools," Paul B. Jacobson, 171-73.
- Supply and Demand for Teachers, Ray C. Maul, 184-92.
- Vital Report: "Better Colleges—Better Teachers," A. H. M. Gage, 167-70.
- Why Be a College President?—A. J. Brumbaugh, 282-90.

The NORTH CENTRAL ASSOCIATION QUARTERLY

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Why Be a College President?

The Army Universities in Europe

Report on Postwar Education

VOLUME XX

• APRIL 1946 •

NUMBER 4

THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges
and Secondary Schools*

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The North Central Association Quarterly is published by the North Central Association of Colleges and Secondary Schools on the first day of July, October, January, and April. It is the official organ of the Association, and contains the proceedings of the annual meeting of the Association, together with much additional material directly related to the work of the Association. The regular subscription price is \$2.50 a year. The July number is priced at \$1.25; the others, 75 cents each. All members of the Association—institutional and individual—are entitled to receive the Quarterly as part of their annual fees. A special subscription price of \$2.00 per year is permitted to school libraries, college libraries, and public libraries and to individuals connected with North Central Association membership institutions.

Publication Office: The George Banta Publishing Company,
Menasha, Wisconsin.

Executive and Editorial Office: 4012 University High School
Building, Ann Arbor, Michigan.

Entered as Second-Class matter at the Post Office at Menasha,
Wisconsin, under the Act of August 24, 1912. Acceptance for mail-
ing at the special rate of postage provided for in Section 1103,
Act of October 3, 1917, authorized March 8, 1919.

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